Primary Level Interdisciplinary Model

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Primary Level Health Education
Health and Personal Wellness

Broad-Based Theme: Health
Content Areas: Health Education, Physical Education, Science
Supplemental Content Areas: Arts and Humanities (Dance), Mathematics

Unit Framework Overview:
In this unit framework, students investigate personal habits or behaviors that can help keep them healthy. Sample activities guide students through an inquiry process to consider

- how personal habits affect a person's health and well-being;
- how routine healthcare helps maintain a healthy body;
- how proper diet and exercise help the body function properly; and
- why a healthy body is important to emotional and mental health and well-being.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of the unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Sample activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teachers of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provides more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- What habits do I have that promote my personal health and well-being?

- How do healthy habits and regular healthcare keep my body functioning properly?

- How does a nutritious diet and daily exercise work together to make my body grow strong and healthy?

- Why is a healthy body important to my physical and emotional well-being?

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Individual Well-Being (2.29) **Personal Wellness (2.31)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Measurement (2.8, 2.10, 2.12)** **Probability and Statistics (2.8, 2.12, 2.13)** **Reading (1.2)**	What habits do I have that promote my personal health and well-being?	**Students will** **Health Education** • describe and use personal safety strategies. • become aware of responsibility to oneself. • practice good health habits. • recognize that growth and development are unique to each individual. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • organisms have basic needs. • examine the role science plays in everyday life. **Mathematics** • relate time to daily activity. • pose questions, collect, organize, and display data. • order groups of objects according to quantity. • understand addition and develop concept of subtraction using concrete materials. • explore and solve addition and subtraction of two-digit numbers using manipulatives and symbols. **English/Language Arts** • use auditory and visual strategies. • employ sight word vocabulary. • use word identification strategies. • use pictures and illustrations to make sense of text. • use syntactic and semantic cues.	**Students will** • investigate basic needs of humans. Generalize to other organisms (e.g., pets, farm animals, plants). Discuss what it means to be healthy and how each person is responsible for maintaining their good health. Identify three domains of health: physical, emotional and intellectual, and social. Cut out pictures displaying the three domains. Arrange pictures in collages. • make individual lists of healthy habits or behaviors (e.g., eat nutritional food, get plenty of sleep, play outside everyday) and unhealthy habits (e.g., drink too many soft drinks, stay up too late, lack of exercise, do not brush teeth everyday) for each domain. Discuss how their habits affect their health and development and recognize that growth and development are unique to each individual (e.g., body can't develop or grow strong without proper diet and exercise, laughter helps emotional health). Include personal safety strategies in discussions. Compare student responses of their personal health habits to class list of healthy and unhealthy habits. Chart similarities and differences in Venn diagrams.

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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • assess three parts of their own health completing sentences (e.g., I am strongest in ____ health because I____.) Use pictures, audiotapes, or print to complete sentences. Record findings on chart. Compare class data, identifying which health domain was chosen most frequently.	**Students will** • interview classmates to determine how they decided on their strongest or weakest health domain. Create examples of how one aspect of health could affect another (e.g., when one is physically ill or sick they are less patient or crabby). Write skits representing self, family member, or friend dramatizing how one aspect of health impacts another. Present to class.	**Students will** • record terms of physical, emotional, and intellectual health in health journals. Use pictures, graphic organizers, or print to create definitions of each domain.	**Students will** • use pictures or print to describe how they solved conflicts at home or school.
• work with partners to analyze healthy and unhealthy habits identified by class. Compare class data to individual lists of healthy and unhealthy habits. Sort classmates into sets based on same and different habits (e.g., children that wash hair everyday, children that get eight hours of sleep everyday, children who don't wash hands before eating). Use manipulatives to add one- and two-digit numbers to calculate total number of healthy and unhealthy habits. Subtract smaller number from larger number to determine if class has more healthy habits than unhealthy habits.	• work with partners to illustrate healthy and unhealthy habits using graphic organizers, transcriptions from student pictures, and print. Make list of health vocabulary words to practice word identification, meaning of text, and spelling. Use or write health words in sentences and short passages. Read sentences or passages to partner.	• select individual behaviors or habits (e.g., start brushing teeth everyday) to change. Use pictures, graphic organizers, and print to illustrate habits. Develop plan of action to change unhealthy habits (e.g., stop riding bicycle without safety helmet, watch less television, get more sleep). Create tables, charts, and/or graphs to record days, times, and specific activities (e.g., brush teeth on Monday, Tuesday, Wednesday at 7:00 a.m. and 9:00 p.m.; rode bicycle without helmet on Friday afternoon) in which healthy or unhealthy habits occur. Collect data over one week and one month to determine how long it took to change unhealthy habits.	• draw pictures, use graphic organizers, or write passages describing how unhealthy habits were changed to healthy habits. Present to class to persuade other students to change unhealthy habits.

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Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Gabe enjoys sports. He is paralyzed from the waist down. In order to build his upper body muscles to help him move and maneuver his wheelchair, Gabe will collect information about building upper body and arm strength. He will analyze the information and work with the physical education teacher to develop an upper body exercise program. Gabe will work with a nondisabled classmate to develop a survey to help other children with disabilities identify techniques that will help them develop healthy habits *(Types of extensions: purpose and appropriateness, resources and materials, motivation).* Wes and Meghan's instructional programs include developing positive conflict-management strategies, accepting feedback, and asking appropriate questions to decrease their difficulty in interacting with peers and adults. They will work with partners to interview classmates to describe their strongest and weakest area of health: physical, emotional and intellectual, or social. Using *Skill Streaming*, Wes and Meghan role-play appropriate interview behaviors prior to meeting with selected students. They create their own mnemonic devices to help them remember appropriate interview behaviors. Their assignment is to write a skit showing when they used positive behaviors to solve problems *(Types of extensions: purpose and appropriateness, order of learning, procedures and routines, motivation, demonstration of knowledge).*	**Students will** **Health Education** l) demonstrate responsibility for personal belongings. n) display self-control and self-discipline. o) access appropriate resources for learning in school, at home, and in the community. r) apply previously learned knowledge and concepts to new situations. **Physical Education** j) apply democratic principles in relationships to peers. k) identify contributions of diverse individuals, groups, and cultures. p) participate in group activities cooperatively. **Science** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. **Mathematics** d) apply mathematical procedures to problem solving. e) apply mathematical concepts including computation, measurement, estimation, and geometry. f) collect, display, and interpret data. **English/Language Arts** a) communicate in oral and written form. b) process oral and written information. c) demonstrate confidence in their ability to communicate. d) access appropriate resources for learning in school, at home, and in community.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Independent Learning and Citizenship** • Productive Thinking • Self-Directed Learning • Intrapersonal Development **Motor Development** • Fundamental Locomotor • Object Manipulation/ Fundamental Skills **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Mathematics** • Problem Solving • Communication/ Connection • Number Concepts • Spatial Concepts/ Measurement • Numerical Procedures **Reading** • Experience • Making Sense Out of Print. ***Primary Performance Task Kit:*** **Springboard Tasks** • Problem Solver • Fairy Tale Families **Culminating Tasks** • Healthy Habits

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Mental Wellness (2.32)** **Community Resources (2.33)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Probability and Statistics (2.8, 2.12, 2.13)**	How do healthy habits and regular healthcare keep my body functioning properly?	**Students will** **Health Education** • describe and use personal safety strategies. • identify basic health habits. • practice good health habits. • describe importance of regular visits to healthcare providers. • select healthy snack foods. • identify health providers and services. • examine decision-making strategies. • demonstrate respect for others. • identify purposes and uses of medication. • describe risks associated with use of nonmedicinal drugs. • determine procedures and practices for obtaining needed emergency assistance. All *Program of Studies* Scientific Inquiry and Characteristics of Organisms bullets are included in this guiding question. • organisms have life cycles. • behavior is influenced by stimuli. • organisms have different structures that have different functions. • examine the interaction between science and technology. **Mathematics** • read, write, count, model, order, and compare numbers 0 - 10,000 understanding place value for 10s, 100s, 1000s, and 10,000s. • solve multi-digit addition and subtraction problems that contain numerals and symbols. • pose questions, collect, organize, and display data. • tell time to nearest hour, half-hour, quarter hour, nearest 5 minutes, and minute. • display data on pictographs or bar graphs. • explore concepts of multiplication and division using physical models.	**Students will** • list five senses on chart paper: seeing, hearing, smell, taste, touch. Discuss body part (eyes, ears, nose, tongue, skin) used for each sense. List in three minutes all things they can see, hear, smell, taste, and touch in the classroom. Compare lists and sort objects by senses. Examine behavioral responses to environmental stimuli (e.g., loud noises, pungent smells, cold). Include behavioral responses of other organisms (e.g., pets). • discuss personal grooming, diet, and health habits to care for teeth, skin, and hair. Describe function of each (e.g., healthy teeth needed for chewing and processing food, skin protects body from germs and regulates body temperature) in body's system and why it is important to maintain healthy teeth, skin, and hair. Identify snack foods that provide necessary nutrients and help keep them healthy. Write phrases (e.g., I feel better when I am clean because ___ .) on chart paper. Read and discuss answers. *Continued on page 10*

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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use senses to identify personal objects (e.g., shoe, sock). Identify their personal object from group of objects without using sense of sight. Develop detailed sketches of their object, and write descriptive paragraphs Use criteria for effective writing.	**Students will** • work in pairs to develop lists of twenty things that make noise. Number items in rank order from loudest to softest sounds. Share lists and prepare demonstrations to test predictions (e.g., drum ranked louder than small bell). Write simple health rules or habits describing ways (e.g., wear ear plugs, keep radio or television turned down) to protect ears from loud sounds.	**Students will** • use sense of smell or hearing to match two film canisters that make same sound or have same odor. Use film canisters that have been filled with cotton balls that have specific odor or objects that make distinct sounds. Describe in journals the sense that allowed them to match the canisters most accurately.	**Students will** • create lists of good health habits and healthcare (e.g., wear sunblock to protect skin, have eyes examined regularly) specific to the five senses. Write book with illustrations of health hints and activities to protect eyes and ears. Work with teacher to edit and revise using criteria for effective writing. Read to class.
• work cooperatively to write advertisements for dentists explaining why children should get regular check-ups. Include special features that might make check-ups fun. Present advertisements to class. Survey students to determine impact of advertisements on children's understanding of the importance of regular dental care. Display data in bar graphs or pictographs. Identify other healthcare providers whom they should visit regularly. Describe roles and services of each.	• create personal care murals illustrating hygiene and care for specific body features (e.g., eyes, ears, mouth, hair). Label features and describe how to care for each feature and problems (e.g., head lice, sunburn) that might occur. Decide how and where to include written descriptions on murals. Compare specific body features of humans to other organisms (e.g., pets, farm animals).	• work in pairs to decide on two things they could do to protect different features (e.g., eyes, ears, teeth, skin) if there were no health products, services, or modern methods of personal care and hygiene available. Share impact of personal wellness plans with class.	• write schedules for personal hygiene routines describing how each activity in the routine will help promote good health and proper functioning of the body. Present to class for feedback and discussion.

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Personal Wellness (2.31) **Mental Wellness (2.32)** **Community Resources (2.33)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Probability and Statistics (2.8, 2.12, 2.13)**	*Continued from page 8* How do healthy habits and regular healthcare keep my body functioning properly?	**Students will** **Health Education** • describe and use personal safety strategies. • identify basic health habits to prevent spread of disease. • practice good health habits. • describe importance of regular visits to healthcare providers. • select healthy snack foods. • identify health providers and services. • examine decision-making strategies. • demonstrate respect for others. • identify purposes and uses of medication. • describe risks associated with use of nonmedicinal drugs. • determine procedures and practices for obtaining needed emergency assistance and information. **Science** All *Program of Studies* Scientific Inquiry and Characteristics of Organisms bullets are included in this guiding question. • organisms have life cycles. • examine the interaction between science and technology. **Mathematics** • read, write, count, model, order, and compare numbers 0 - 10,000 understanding place value for 10s, 100s, 1000s, and 10,000s. • solve multi-digit addition and subtraction problems that contain numerals and symbols. • pose questions, collect, organize, and display data. • tell time to nearest hour, half-hour, quarter hour, nearest 5 minutes, and minute. • display data on pictographs or bar graphs. • explore concepts of multiplication and division using physical models.	**Students will** • read aloud the poem "Bad Cold" to identify symptoms of a bad cold. Discuss how the main character might feel about being sick. Discuss how satisfying basic needs keeps organisms healthy. List things they feel like doing or not doing when they are sick. Identify what makes them feel better (e.g., get more rest, drink lots of fluids, eat healthful foods). • describe ways (e.g., develop personal hygiene, emotional health, good nutrition, physical activity, avoid risky behaviors like using drugs or alcohol) to keep healthy. Investigate decision-making strategies used to keep them safe and healthy. Discuss with doctors and nurses when it is appropriate to take medication for illnesses. Discuss consequences of misuses of medicinal and nonmedicinal drugs. Write responses on chart paper. *Continued on page 12*

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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • discuss with teacher why whole families or groups of friends may get sick around the same time. Identify how germs (e.g., viruses or bacteria) might be spread (e.g., not washing hands after blowing nose, coughing without covering mouth). Read about viruses and bacteria. Write and illustrate ads convincing classmates to wash their hands before eating or cover their mouths when coughing.	**Students will** • consider times when being sick kept them from participating (e.g., going to school, playing outside, going to the show) in activities. Discuss health habits they use to prevent illnesses. Include good dietary practices. Make posters to illustrate one or more tips for preventing spread of germs. Include slogans (e.g., Good Health Begins With Clean Hands, Be a Friend, Cover Your Mouth When You Sneeze).	**Students will** • create health journals. Establish daily schedules for good health habits. Describe healthy decisions (e.g., get plenty of rest, eat nutritious food, get plenty of exercise). Write health habits practiced each day for one week. Decide which of their habits needs the most improvement.	**Students will** • develop skits, dramatizations, or songs (e.g., set words to familiar tunes or melodies "Old McDonald Had a Farm," or "Mary Had a Little Lamb") and poems describing the benefits of good health habits. Present to class to encourage good health habits.
• work with teachers to define health-related words and terms (e.g., drugs, medicines, prescription, over-the-counter medicines). Describe times when they have had to take medicine. Recall how proper medicine was decided upon and who administered it. Record findings on chart paper.	• work with partners to identify safety rules (e.g., only take medicine from a parent or other trusted adult, never take anyone else's medicine) about medicines. Create safety posters about medicine that include safety rules, where medicines should be stored at home or school, and how they can get medicine.	• write names of common illnesses on the front of each of four index cards. Write on back of each card describing whether that illness requires medication. Compare students answers to reach consensus on appropriate use of medications.	• create symbols for symptoms that could be placed on medicine labels to show what symptoms (e.g., sore throat, stomachache, flu) the medicine treats. Present to class describing the illness and if medicine is required to treat the illness.

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Mental Wellness (2.32)** **Community Resources (2.33)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Probability and Statistics (2.8, 2.12, 2.13)**	*Continued from page 10* How do healthy habits and regular healthcare keep my body functioning properly?	**Students will** **Health Education** • describe and use personal safety strategies. • identify basic health habits to prevent spread of disease. • practice good health habits. • describe importance of regular visits to healthcare providers. • select healthy snack foods. • identify health providers and services. • examine decision-making strategies. • demonstrate respect for others. • identify purposes and uses of medication. • describe risks associated with use of nonmedicinal drugs. • determine procedures and practices for obtaining needed emergency assistance and information. **Science** All *Program of Studies* Scientific Inquiry and Characteristics of Organisms bullets are included in this guiding question. • organisms have life cycles. • examine the interaction between science and technology. **Mathematics** • read, write, count, model, order, and compare numbers 0 - 10,000 understanding place value for 10s, 100s, 1,000s, and 10,000s. • solve multi-digit addition and subtraction problems that contain numerals and symbols. • pose questions, collect, organize, and display data. • display data on pictographs or bar graphs. • explore concepts of multiplication and division using physical models.	**Students will** • write letters inviting doctors, nurses, or healthcare providers to class. Discuss routine healthcare (e.g., immunizations, vaccinations, school entry exams) provided by doctors. Create immunization schedules for young children. Include type of immunization, age when given, and targeted disease. • participate in class discussion concerning procedures and practices for obtaining needed emergency assistance. Chart emergency and nonemergency problems. Gather information from various sources (e.g., videos, firemen, policemen, emergency room nurses and doctors).

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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read information about bacteria and viruses. Discuss common illnesses (e.g., colds, measles, chicken pox, mumps, flu) caused by viruses. Describe how viruses enter the body and quickly multiply (e.g., A virus can produce about ten viruses [10 x 1 = 10] in five minutes. Have students use base-10 blocks to calculate how many viruses there would be in 5 minutes, 15 minutes, and 20 minutes after one living cell infected with one virus was put in a culture dish.). Write equations (e.g., 10 x 1 = 10 in five minutes; 10 x 10 = 100 in the next five minutes; 10 x 100 = 1000 in the last five minutes) representing how they solved the problem.	**Students will** • work with partners or small groups to create classroom health services (e.g., set up doctor's offices, emergency-care centers, dentist's offices). Develop signs advertising services and hours of operation, brochures discussing good health and safety habits, and pamphlets describing rules to develop and maintain good health.	**Students will** • develop flowcharts to tell stories (e.g., person touches bacteria, bacteria gets inside body, bacteria makes person sick, bacteria are destroyed by medicine, person gets better) with healthy, happy endings.	**Students will** • write skits and plays with main characters representing health partners (e.g., parents, doctors, scientists, pharmacists) who dramatize good healthcare habits, preventive treatment, and medical care. Use puppets, costumes, and props to show ways the body resists disease and stays healthy.
• role-play 911 procedures using 911 model kit and operator.	• develop skits identifying appropriate steps to take to obtain emergency assistance after emergency situations.	• use telephone book to prepare personal list of providers (e.g., fire and police departments, poison control, ambulance service, hospital) for emergency assistance. Record addresses and telephone numbers in personal emergency journal.	• respond to open-response questions identifying appropriate steps to take when problems occur. Determine when outside emergency assistance is needed.

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Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Emily, Jane, and Randy have strong interests and skills in music. They will work together to create songs or jingles that might be used in ads to promote healthcare products or services available in their community. Emily, Jane, and Randy will look at the healthy habits listed by classmates to protect eyes, ears, skin, and to prevent illness. They will develop advertisements for those products and services. Their jingles will identify the product, what it is used for, and what it can do for the user's health. They will read or sing their jingles in class using props, audio, or videotapes to dramatize their commercials. They will perform them for their school TV broadcasts *(Types of extensions: purpose and appropriateness, complexity, level of support, demonstration of knowledge, participation, motivation).* Conley uses a communication board with picture symbols to express his feelings, ideas, and needs. He uses a communication board to tell a peer about his personal health and hygiene habits. He uses pictures to create health logs, setting up daily schedule for good health habits *(Types of extensions: resources and materials, participation, demonstration of knowledge).*	**Students will** **Health Education** l) demonstrate responsibility for personal belongings. n) display self-control and self-discipline. o) access appropriate resources for learning in school, at home, and in the community. r) apply previously learned knowledge and concepts to new situations. **Physical Education** j) apply democratic principles in relationships to peers. k) identify contributions of diverse individuals, groups, and cultures. p) participate in group activities cooperatively. **Science** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. **Mathematics** d) apply mathematical procedures to problem solving. e) apply mathematical concepts including computation, measurement, estimation, and geometry. f) collect, display, and interpret data.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Independent Learning and Citizenship** • Productive Thinking • Self-Directed Learning • Intrapersonal Development **Motor development** • Fundamental Locomotor • Object Manipulation/ Fundamental Skills **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Mathematics** • Problem Solving • Communication/ Connections • Number Concepts • Spatial Concepts/ Measurement • Numerical Procedures ***Primary Performance Task Kit:*** **Springboard Tasks** • Fairy Tale Families • That's My Life **Culminating Tasks** • Healthy Habits • You Write the Songs

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Psychomotor (2.34)** **Lifetime Activities (2.35)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Measurement (2.8, 2.10, 2.12)** **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Elements of Dance (1.15, 2.22 - 2.26)** **Dance Movements and Forms (1.15, 2.22 - 2.26)**	How does a nutritious diet and daily exercise work together to make my body grow strong and healthy?	**Students will** **Health Education** All Program of Studies Nutrition bullets are included in this guiding question. • recognize that growth and development are unique to each individual. **Physical Education** All *Program of Studies* Personal Wellness, Locomotor and Nonlocomotor, Manipulative Skills, and Movement Concepts bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • organisms have different structures that serve different functions. • organisms resemble their parents. • organisms have life cycles. • all animals depend on plants. • examine the role science plays in everyday life. **Mathematics** • tell time to the hour, half hour, quarter hour, nearest minute, determine elapsed time and distinguish between a.m. and p.m. • recognize that a set of objects can be broken into parts. • make a graph using manipulatives. • determine length, weight, and volume using standard and nonstandard units. • develop fractional concepts. • divide area into thirds and fourths. • understand and count fractions. • develop concept of multiplication and division using physical models. • develop place value for 0-10,000. **Arts and Humanities** All *Program of Studies* Elements of Dance and Dance Movements and Forms bullets are in this guiding question.	**Students will** • list foods eaten for breakfast, lunch, dinner, and snacks for one day. Identify basic food groups. Discuss food guide pyramid describing how fats, oils, and foods with high levels of sugar or salt fit into a nutritious diet. Use information from daily menus and snacks for one day to determine in which food group each item belongs. Make graphs, using manipulatives, showing how many items belong to each food group. • discuss nutritional needs of the body. List food requirements for people (e.g., babies need milk to grow, children need food from all food groups to grow strong, adults must adjust fat intake to avoid weight gain) of different ages. Measure their height and weight. Analyze their daily menus to consider impact of diets on growth and development. Discuss other factors that affect rate of development and size (e.g., hereditary factors, biological or medical conditions). Examine nutritional needs of pets or farm animals. *Continued on page 18*

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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read information (e.g., charts listing vitamins, minerals, calories, fat, fiber, sodium) describing nutritional content of common foods that meet minimum daily nutritional requirements for children. Analyze their favorite foods to calculate appropriate portions or fractional parts of a whole portion (e.g., one-fourth of a whole pizza) that can be included in their daily menus (e.g., one dinner serving of spaghetti would count as two or three servings of pasta).	**Students will** • divide whole objects (e.g., graham crackers, apples, pizzas) into fractional parts and compare sizes. Count fractional parts (e.g., one-half, one-fourth, two-fourths) to determine how many fractional parts equal the whole. Plan menus based on students' favorite foods.	**Students will** • draw pictures illustrating the food guide pyramid. Create menus for breakfast, lunch, dinner, and snacks for one week that stay within the appropriate range of minimum daily requirements for children. Investigate the origin of food items and understand that all animals depend on plants for energy.	**Students will** • plan menus for several days using food groups to meet minimum daily requirements. Analyze ingredients of favorite snack foods to determine which snacks and how many snacks could be included in nutritious daily menus.
• explore how organisms resemble their parents. Interview family members to identify common traits. Use pictures of family members to create collages. Generalize to other organisms (e.g., pets, farm animals, plants).	• work in pairs to measure their own weight, height, and head circumference using standard and nonstandard units. Compare data. Create bar graphs to illustrate findings. Make booklets with illustrations to show children's growth at different ages. List nutritional needs at different ages.	• collect and match baby pictures and current pictures of all children in class. Interview classmates to discuss physical growth and changes that have occurred. Record observations in personal journals comparing findings to facts about their own growth and development.	• arrange several pictures of themselves at different ages and stages of development in chronological order to demonstrate progression of growth over time. Write or draw ways (e.g., hair color changed from dark to light, freckles appeared) other than size they have changed. Draw pictures of what they think they will look like when they grow up.

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Health and Personal Wellness

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Psychomotor (2.34)** **Lifetime Activities (2.35)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Measurement (2.8, 2.10, 2.12)** **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Elements of Dance (1.15, 2.22 - 2.26)** **Dance Movements and Forms (1.15, 2.22 - 2.26)**	*Continued from page 16* How does a nutritious diet and daily exercise work together to make my body grow strong and healthy?	**Students will** **Health Education** All Program of Studies Nutrition bullets are included in this guiding question. • recognize that growth and development are unique to each individual. **Physical Education** All *Program of Studies* Personal Wellness, Locomotor and Nonlocomotor, Manipulative Skills, and Movement Concepts bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • organisms have different structures that serve different functions. • organisms resemble their parents. • organisms have life cycles. • all animals depend on plants. • examine the role science plays in everyday life. **Mathematics** • tell time to the hour, half hour, quarter hour, nearest minute, determine elapsed time and distinguish between a.m. and p.m. • recognize that a set of objects can be broken into parts. • make a graph using manipulatives. • determine length, weight, and volume using standard and nonstandard units. • develop fractional concepts. • divide area into thirds and fourths. • understand and count fractions. • develop concept of multiplication and division using physical models. • develop place value for 0-10,000. **Arts and Humanities** All *Program of Studies* Elements of Dance and Dance Movements and Forms bullets are in this guiding question.	**Students will** • discuss what the heart is made of (muscle) and its function (pumping blood throughout the body). Explore the heart as it works to move blood through the body. Conduct simple investigations (e.g., Place tablespoon of paint on a smooth surface. Use various size straws or tubing to blow paint across the paper. Count number of deep inhales to blow paint one inch, three inches, or six inches across the paper). • discuss events or activities (e.g., illness or disease, exercise, working, being frightened) that cause changes in heartbeats per minute and breathing rate per minute. Respond to information (e.g., eat nutritional food, low fat diet, plenty of exercise, avoid air pollution and smog) about maintaining healthy heart and lungs. Chart findings under healthy and unhealthy habits. *Continued on page 20*

Primary Level Health Education
Health and Personal Wellness

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • work in cooperative groups to count classmates' heart rates (e.g., use pulse points at wrist or neck) and breathing rates (e.g., number of inhales and exhales) per minute. Plot data on bar graphs. Compare data (e.g., boys' heart rates, girls' heart rates, children older or younger than seven years of age) on heart and breathing rates to identify trends or patterns. Report findings to class.	**Students will** • work with partners to make stethoscopes by inserting two feet of clear plastic tubing into end of funnel taping the two together. Discuss sounds and rhythm (e.g., pit-PAT, pit-PAT) of heartbeat (e.g., heart valves opening and heart valves closing). Listen to each other's heartbeat, recording the number of times it beats per minute. Discuss findings. Use pictures, graphs, and/or diagrams to illustrate use of stethoscope.	**Students will** • measure heart rate and breathing rate per minute of all classmates. Plot data in line graphs. Compute range and average for class. Predict other animals that may have similar heartbeat rates per minute. Compare human heart rate per minute while at rest to heart rate of other animals (e.g., human 70, elephant 25, fly 60, sparrow 500). Record findings in science journals.	**Students will** • demonstrate methods of measuring heart rate per minute using stethoscopes or pulse points in wrist or neck. Use a stopwatch to count number of heartbeats in fractions of a minute (e.g., 60 seconds equal one minute; 15 seconds equals 1/4 of the whole; 30 seconds equals 1/2 of the whole). Use manipulatives to calculate the total number of heartbeats per minute (e.g., 20 heartbeats in 15 seconds is represented by 20 + 20 + 20 + 20 = 80 or 20 x 4 = 80).
• work with partners to record heart rate in beats per minute. Jog or jump in place for two minutes timed by stopwatch or minutehand of wristwatch or clock. Ask partners to record heart rate after exercise. Read quietly for ten minutes. Have partner take pulse after three, five, and ten minutes. Record findings in science journal. Use pictures, drawings, or print to illustrate conclusions about effect of exercise on heart rate. Read to class.	• use pictures, models of hearts, and resource books to explore how heart works to pump blood throughout body. Use math manipulatives and function machines to calculate number of heartbeats over time based on number of heartbeats per minute, total beats per hour, per day, and per week (e.g., 60 beats per minute x 60 minutes x 24 hours = number of beats per day). Record findings using place values for ones, tens, hundreds, thousands, and ten-thousands.	• investigate how the heart works. Predict number of times a rubber ball can be squeezed and released in one minute. Record predictions in science journals. Work with partners to count number of actual squeezes per minute. Record findings in journal. Collect data on all class members. Find range and average number of squeezes per minute. Attempt to squeeze balls the number of times their heart beats per minute (e.g., heart rate of 70 beats per minute). Record results and discuss findings with class.	• use pictures, graphic organizers, and/or text passages to illustrate how the heart works. Make oral and written presentations to class describing how the heart works, how important good nutrition and exercise are to the heart, and what might happen (e.g., oxygen and nutrients could not get to cells, body would get tired and have little energy) if the heart became ill or tired and could not pump blood throughout the body.

Primary Level Health Education
Health and Personal Wellness

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Psychomotor (2.34)** **Lifetime Activities (2.35)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Measurement (2.8, 2.10, 2.12)** **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Elements of Dance (1.15, 2.22 - 2.26)** **Dance Movements and Forms (1.15, 2.22 - 2.26)**	*Continued from page 18* How does a nutritious diet and daily exercise work together to make my body grow strong and healthy?	**Students will** **Health Education** All Program of Studies Nutrition bullets are included in this guiding question. • recognize that growth and development are unique to each individual. **Physical Education** All *Program of Studies* Personal Wellness, Locomotor and Nonlocomotor, Manipulative Skills, and Movement Concepts bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • organisms have different structures that serve different functions. • organisms resemble their parents. • organisms have life cycles. • all animals depend on plants. • examine the role science plays in everyday life. **Mathematics** • tell time to the hour, half hour, quarter hour, nearest five minutes, nearest minute, determine elapsed time and distinguish between a.m. and p.m. • recognize that a set of objects can be broken into parts. • make a graph using manipulatives. • determine length, weight, and volume using standard and nonstandard units. • develop fractional concepts. • divide area into thirds and fourths. • understand and count fractions. • develop concept of multiplication and division using physical models. • develop place value for 0-10,000. **Arts and Humanities** All *Program of Studies* Elements of Dance and Dance Movements and Forms bullets are in this guiding question.	**Students will** • review role of circulatory and respiratory systems during exercise (e.g., increased heart rate to get more oxygen to cells). Discuss importance of good nutrition to maintain healthy weight and daily levels of activities. Describe activities, sports, and games they enjoy watching or playing. List physical traits and skills needed to participate in particular activities or games. • identify three parts of physical fitness: strength, flexibility, endurance. Cut out pictures characterizing each part. Label chart paper for each part and use pictures to create collages representing strength, flexibility, and endurance activities. *Continued on page 22*

Primary Level Health Education
Health and Personal Wellness

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • work in groups discussing games they enjoy playing. List skills (e.g., kicking, jumping, throwing), kinds of rules (e.g., safety rules, team rules, playground rules) and equipment needed. Write short stories, draw pictures, or make audiotapes describing which activities or games they would like to play and why they like it.	**Students will** • participate in mini-lessons to learn to tell time to the hour, half-hour, and quarter hour. Determine elapsed time. Plan and perform exercise routines to stretch and strengthen movements (e.g., touch toes, deep knee bends). Conduct exercise routine for various periods of time: one, two, three minutes. Measure heart rate after each time period. Compare data identifying which physical activity raised heart rate the most.	**Students will** • talk with students who do not like exercise listing reasons (e.g., I can't catch a ball. I can't run fast. I would rather watch television.) for their choice. Create games or activities (e.g., dodge ball, kick ball, tether ball) that include throwing and catching balls, kicking balls, or striking balls. Include a variety of ways to manipulate balls. Practice games and activities with classmates for twenty minutes each week. Interview classmates after one week, two weeks, and one month to determine if their attitude about exercise has changed.	**Students will** • identify routine activities and exercises performed each day. Explore with classmates how children with disabilities exercise (e.g., child in wheelchair needs strong upper body, child with asthma may need to take precautions during exercise periods). Develop exercises and activities for class that support participation by all children including children with disabilities. Present to class.
• read students' stories about favorite games and activities sorting them into groups that use physical strength, flexibility, and endurance. Chart findings in Venn diagrams. Discuss similarities and differences.	• work in pairs to identify routine activities (e.g., bend to pick up pencil from floor, put books on shelf). Categorize activities into groups that require strength, flexibility, endurance, or a combination of the three. Plan and perform exercises to increase strength, flexibility, and endurance needed for one particular job.	• design simple obstacle courses requiring sharp turn (agility), walking on four inch beam (balance), crawling (coordination), pushing obstacle (power), tossing and catching a ball (reaction time), and running (speed). Use stopwatch to measure amount of time it takes classmates to complete course. Chart findings identifying which skills were most difficult to complete.	• analyze data from obstacle course to determine which skills need practice. Develop exercise program to provide practice for each skill. Create pamphlets describing how exercise will increase skill levels to successfully complete obstacle course in a set amount of time.

Primary Level Health Education
Health and Personal Wellness

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Psychomotor (2.34)** **Lifetime Activities (2.35)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Measurement (2.8, 2.10, 2.12)** **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Elements of Dance (1.15, 2.22 - 2.26)** **Dance Movements and Forms (1.15, 2.22 - 2.26)**	*Continued from page 20* How does a nutritious diet and daily exercise work together to make my body grow strong and healthy?	**Students will** **Health Education** All Program of Studies Nutrition bullets are included in this guiding question. • recognize that growth and development are unique to each individual. **Physical Education** All *Program of Studies* Personal Wellness, Locomotor and Nonlocomotor, Manipulative Skills, and Movement Concepts bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • organisms have different structures that serve different functions. • organisms resemble their parents. • organisms have life cycles. • all animals depend on plants. • examine the role science plays in everyday life. **Mathematics** • tell time to the hour, half hour,quarter hour, nearest five minutes, nearest minute, determine elapsed time and distinguish between a.m. and p.m. • recognize that a set of objects can be broken into parts. • make a graph using manipulatives. • determine length, weight, and volume using standard and nonstandard units. • develop fractional concepts. • divide area into thirds and fourths. • understand and count fractions. • develop concept of multiplication and division using physical models. • develop place value for 0-10,000. **Arts and Humanities** All *Program of Studies* Elements of Dance and Dance Movements and Forms bullets are in this guiding question.	**Students will** • observe videotapes of dances from various periods and styles (e.g., African, Native American, Mexican, European). Identify movements of dances that represent the three types of fitness: strength, flexibility, endurance. Imitate dance movements to determine skills, strength, flexibility, and endurance required to perform dances. Discuss movement concepts of space, time, balance, and body control. Review videotapes of sports events and dances. Identify movement concepts in each video. Explain importance of each concept in the performance of athletes or dancers.

Primary Level Health Education
Health and Personal Wellness

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read information on appropriate physical fitness activities for young children. Select three to five locomotor (e.g., run, hop, skip, gallop) and nonlocomotor movements (e.g., bend, twist, stretch) that represent the three areas of physical fitness. Describe how those movements would increase skills needed to perform dances. Demonstrate movements.	**Students will** • explore the elements of dance (e.g., space, time, force) to create dance patterns that use locomotor and nonlocomotor movements to change position and location. Represent patterns (e.g., step, step, slide, hop; step, step, slide, hop) of movement, and perform dance patterns to music of different periods and styles (e.g., blues, rock and roll, rap). Demonstrate movement concepts (e.g., balance, body control), effort concepts, (e.g., fast, slow), and directional concepts (e.g., left, right) in dance patterns. Perform dance patterns in large and small areas (e.g., classroom, gymnasium).	**Students will** • select favorite songs or style of music and create various ways, using locomotor and nonlocomotor movements, of moving to the music. Use movements to demonstrate concepts, space, and effort. Vary the intensity level of the movements to express shapes. Identify which movements reflect elements of dance (e.g., time, space, force). Draw pictures, use audiotapes, and write narratives describing the elements of dance used.	**Students will** • develop dance routines that use locomotor and nonlocomotor movements in simple patterns to show pathways of movement (e.g., curved, zig-zag), relationships, with other people (e.g., front and back), and body extension activities (e.g., near, far).

Primary Level Health Education
Health and Personal Wellness

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Joel has extensive food allergies and requires a special diet. Joel has good oral communication skills. He will share with a partner a list of foods he cannot eat due to food allergies and foods he can include on his daily menu. Joel will draw pictures illustrating the food pyramid and his personal menu for breakfast, lunch, dinner, and snacks for one week. Joel will talk to the school cooks to plan menus of foods that he can eat from the school cafeteria. Joel will make a poster or develop a brochure to describe how important it is for children with food allergies to eat the right foods and avoid foods that cause allergic reactions *(Types of extensions: purpose and appropriateness, complexity, demonstration of knowledge, motivation, participation).* Tonya and Richie demonstrate advanced verbal skills and a high interest in cultural studies. They will visit local ethnic restaurants and develop sample menu selections that reflect a balanced nutritious meal that aligns with the food guide pyramid *(Types of extensions: purpose and appropriateness, complexity, demonstration of knowledge, motivation, level of support).*	**Students will** **Health Education** l) demonstrate responsibility for personal belongings. n) display self-control and self-discipline. o) access appropriate resources for learning in school, at home, and in the community. r) apply previously learned knowledge and concepts to new situations. **Physical Education** j) apply democratic principles in relationships to peers. p) participate in group activities cooperatively. **Science** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. **Mathematics** d) apply mathematical procedures to problem solving. e) apply mathematical concepts including computation, measurement, estimation, and geometry. f) collect, display, and interpret data. **Arts and Humanities** i) creatively express ideas and feelings. k) identify contributions of diverse individuals, groups, and cultures.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Independent Learning and Citizenship** • Productive Thinking • Self-Directed Learning • Intrapersonal Development **Motor Development** • Fundamental Locomotor • Object Manipulation/ Fundamental Skills **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Overt Time, Constancy, and Nature of Scientific Activity **Mathematics** • Problem Solving • Communication/ Connection • Number Concepts • Spatial Concepts/ Measurement • Numerical Procedures **Arts and Humanities** • Analysis, Appreciation, and Production. • Dance ***Primary Performance Task Kit:*** **Springboard Tasks** • Musical Characters • Food for Thought **Culminating Tasks** • Barn Dance • Breakfast of Champions

NOTES

Primary Level Health Education
Health and Personal Wellness

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Personal Wellness (2.31) **Mental Wellness (2.32)** **Community Resources (2.33)** **Psychomotor (2.34)** **Lifetime Activities (2.35)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)**	Why is a healthy body important to my physical and emotional well-being?	**Students will** **Health Education** • identify what they like about themselves and others. • identify unique characteristics of others. • discuss types of emotions. • express emotions appropriately. **Physical Education** • describe how practice helps individuals improve. • demonstrate practice techniques and use feedback to improve skills. • relate the concept of practice to the importance of learning new skills. • describe how cooperation is used with partners and small groups. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • examine the interaction between science and technology.	**Students will** • discuss the fact that mental and emotional health (e.g., people feel stressed when their bodies and minds don't perform well) are affected by physical health. Describe situations they have been in where stress has been a factor. Explore ways to decrease stress. Create cartoons illustrating stressful situations. • cut pictures out of magazines illustrating activities they can do and activities that are beyond their abilities. Discuss how they might practice certain skills to eventually perform one of the activities. • discuss definition of competition. Describe how competition at home, in the classroom, or at athletic events affects them. Write stories describing the good and bad effects of competition. Describe impact on physical, emotional, intellectual, and social health. Present to class.

Primary Level Health Education
Health and Personal Wellness

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • pick sports activities or games from list provided by teachers. Write paragraphs telling how chosen sports or activities can reduce stress by building physical, emotional, intellectual, and social health. Develop advertisements for the sport persuading more children to get involved.	**Students will** • answer questions (e.g., What am I good at?). Draw or write answers identifying activities (e.g., can they lift heavy objects, work or play for long period of time) that require physical fitness. Review responses to identify physical traits (e.g., flexibility, endurance, strength) used. Use pictures and print to write short passages to analyze their personal fitness and determine where they need help.	**Students will** • identify ways children with physical handicaps or who need better physical conditioning can be more active. Identify physical activities (e.g., wheelchair basketball, learning how to ride bicycle with a friend) that would best meet their needs. Describe how activities would promote physical, intellectual, social, and emotional health (e.g., build stronger bodies, learn rules of game, meet new friends, feel confident about one's abilities).	**Students will** • list experiences based on the phrase, "Yesterday I did my best." Describe activities or events when they performed the best they could. Discuss how the experience made them feel. Record experiences in writing journals.
• examine ways science and technology have made sports more accessible and enjoyable for children with physical disabilities.	• develop practice plans to increase their skill level. Implement practice schedules. Develop plans to evaluate improvements Describe in journals how practice helped them improve.	• keep personal journals to record practice schedules, list of skills that have improved, and how long it took to improve skills.	• use effective writing techniques to develop feature articles or stories describing how people with physical disabilities have participated and competed in sports events.
• examine sports events in which athletes behaved inappropriately. Discuss different types of emotions. Role-play appropriate ways to express emotions during competitions.	• identify sports heroes and peers that are good athletes. Identify admirable characteristics of sports heroes and other athletes. Discuss how their behaviors are similar to those of their heroes. Write poems about heroes with admirable characteristics.	• use pictures, print, or symbols to write short passages or stories describing personal experiences when poor sportsmanship (e.g., yelling at referee, losing temper, being too rough) affected them or their team.	• work with teacher and peers to edit and revise passages and stories. Use criteria for effective writing. Create journal entries that reflect on themselves as writers.

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
John is hearing impaired and uses an interpreter to understand language and communicate with peers and teachers. John will work with the physical education teacher to develop a set of hand signals directing his behavior and play during a soccer game. John will write a picture booklet illustrating how coaches use hand signals to direct their players and how his hand signals could direct all members of the soccer team. Using hand signals, all team members can work with John to improve his soccer skills *(Types of extensions: purpose and appropriateness, complexity, level of support).*	**Students will** **Health Education** l) demonstrate responsibility for personal belongings. n) display self-control and self-discipline. o) access appropriate resources for learning in school, at home, and in the community. r) apply previously learned knowledge and concepts to new situations. **Physical Education** j) apply democratic principles in relationships to peers. k) identify contributions of diverse individuals, groups, and cultures. p) participate in group activities cooperatively. **Science** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Independent Learning and Citizenship** • Productive Thinking • Self-Directed Learning • Intrapersonal Development **Motor Development** • Fundamental Locomotor • Object Manipulation/ Fundamental Skills **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity ***Primary Performance Task Kit:*** **Springboard Tasks** • Snack Attack • Food For Thought **Culminating Tasks** • Healthy Habits

NOTES

NOTES

Primary Level Science
Physical Science - Properties and Motion of Objects

Broad-Based Theme: Motion and Pushes and Pulls
Content Areas: Science, Mathematics
Supplemental Content Areas: English/Language Arts, Arts and Humanities (Visual Arts, Music, Drama, Dance)

Unit Framework Overview:
In this unit framework, students investigate the development of classification systems and how to organize systems to assist in the completion of daily tasks and routines. Sample activities guide students through an inquiry process helping them to

- use properties to describe, separate, and sort objects;
- describe the position and motion of objects; and
- use pushes and pulls to change the position or motion of common objects.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of the unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content, they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teacher of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provide more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- How can I use properties to describe, separate, and sort objects?

- How do I use pushes and pulls on a daily basis to change the position or motion of common objects?

- How does my body produce pushes and pulls to help me work and play?

CLICK TO RETURN TO THE MAIN MENU

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Geometry (2.8, 2.9, 2.12)** **Measurement (2.8, 2.10, 2.12)**	How can I use properties to describe, separate, and sort objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • properties of materials can be used. • Earth's materials are solids, water, and gases. • distinguish between natural objects, and objects made by humans. **Mathematics** • recognize sets of objects can be broken into parts. • explore the concepts of computation using physical models. • identify, describe, and make geometric figures. • identify, compare, describe, model, draw, classify, and sort two- and three-dimensional shapes. • determine if simple shapes are symmetrical. • determine if simple shapes are congruent. • identify, describe, model, draw, classify, and sort two- and three-dimensional shapes and objects using properties. • compare and order by size. • compare and measure length and weight of familiar objects with nonstandard and standard units. • determine equivalent customary measures. • compare the size and shape of plane geometric figures. • determine lines of symmetry in simple shapes. • identify and describe congruent and symmetrical two-dimensional figures. • identify, describe, and compare three-dimensional shapes according to the number and shape of faces, edges, bases, and angles.	**Students will** • respond to stories (e.g., *Caps for Sale*) by describing characteristics of common objects in the classroom. Sort and classify objects using common properties. • observe and describe similarities and differences of objects based on a single attribute (e.g., all children with black hair). • use instruments (e.g., scales, rulers, magnifying glasses) to observe properties of objects. Sort and order sets of objects by properties (e.g., weight of textbooks, strength of pencils, hardness of desktop). Include objects constructed of human-made or natural materials. Discuss findings. Identify, describe, and compare simple geometric shapes (e.g., triangle, square) found among objects. *Continued on page 34*

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • select objects in the classroom comparing similarities and differences (e.g., one black shoe with shoelaces, one black shoe with no fasteners). Chart findings illustrating similar and different properties of objects. Discuss findings.	**Students will** • organize sets of common objects describing useful ways to sort the items (e.g., clothing, food items, writing tools). List other ways the same objects could be sorted (e.g., winter or summer clothes, healthy foods , junk foods).	**Students will** • describe ways objects are identified, classified, and sorted in everyday activities (e.g., put all socks in one drawer, put toys with wheels in one box, toys made of plastic in another box). Write one classification rule used at home to organize personal objects.	**Students will** • construct Venn diagrams, matrices, or tables listing properties used to classify one set of objects at home or school. Present oral or written explanations describing how they decided on specific classification rules to group objects.
• observe and describe multiple similarities and differences in sets of objects (e.g., red-haired, blue-eyed boys; red-haired, blue-eyed boys with freckles). Use similarities and differences to sort and classify objects.	• order sets of objects according to variations along single dimensions (e.g., shades of blue, longest or shortest objects). Recognize that sets can be broken into parts many different ways.	• classify and order objects in two or more dimensions (e.g., smallest blue ball made out of rubber, weighing less than four ounces).	• find and share sets of things found at home, school, or in the classroom. Create graphs to illustrate common and unique properties of each set of objects (e.g., shape, color, size, and texture). Describe various ways objects can be classified.
• observe and describe objects made from human-made and natural materials (e.g., styrofoam, wood). Classify objects by function or usefulness of materials (e.g., styrofoam insulates and floats; wood floats but does not insulate as well). Construct three-dimensional clay or paper shapes (e.g., triangle, square). Describe and compare the number and shape of faces, edges, bases, and angles found in each shape. Record data in tables.	• collect various objects of human-made materials (e.g., plastic, styrofoam) and Earth's materials (e.g., rocks, wood, water, gases). Experiment with objects to determine useful properties (e.g., floats, insulates) of each material. Identify functions and materials (e.g., styrofoam cups to keep drinks cold, metal objects used to transfer heat) of common objects. Compare usefulness of objects based on materials.	• compare properties of similarly sized objects made of various materials (e.g., styrofoam, wood, paper, stone, lead). Measure length and weight of the objects in nonstandard (e.g., shoe lengths, paper strips, rocks) and standard (e.g., pounds, ounces) units. Examine relationship of an object's size to its weight. Compare and order by size. Record observations in science journals.	• create games to order sets of objects (e.g., heaviest to lightest) found in the classroom. Report findings to class.

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Geometry (2.8, 2.9, 2.12)** **Measurement (2.8, 2.10, 2.12)**	*Continued from page 32* How can I use properties to describe, separate, and sort objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • properties of materials can be used. • Earth's materials are solids, water, and gases. • distinguish between natural objects, and objects made by humans. **Mathematics** • recognize sets of objects can be broken into parts. • explore the concepts of computation using physical models. • identify, describe, and make geometric figures. • identify, compare, describe, model, draw, classify, and sort two- and three-dimensional shapes. • determine if simple shapes are symmetrical. • determine if simple shapes are congruent. • identify, describe, model, draw, classify, and sort two- and three-dimensional shapes and objects using properties. • compare and order by size. • compare and measure length and weight of familiar objects with nonstandard and standard units. • determine equivalent customary measures. • compare the size and shape of plane geometric figures. • determine lines of symmetry in simple shapes. • identify and describe congruent and symmetrical two-dimensional figures. • identify, describe, and compare three-dimensional shapes according to the number and shape of faces, edges, bases, and angles.	**Students will** • demonstrate tools used for standard (e.g., rulers, tape measures, scales) and nonstandard (e.g., string cut a certain length, sticks, paper strips) measurements. Weigh, measure, and describe common objects in the classroom. Use graphic organizers to report findings. • discuss concepts of symmetry and congruence. Describe symmetrical and congruent objects found in classroom. *Continued on page 36*

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • discuss the length of their feet, big toes, hands, and thumbs. Work with partners to create tower of unifix cubes measuring length of toes and feet (e.g., big toe is two cubes long, foot is eight cubes long). Create bar graphs illustrating length or size of feet and toes by coloring in one square for each cube. Graph graphs (e.g., Did partner have same size foot or big toe? Were any graphs alike?).	**Students will** • analyze class graphs on size of feet, big toes, hands, and thumbs. Compare findings (e.g., How many feet were the same size? What was the difference between longest and shortest feet, toes, or thumbs? Who had the biggest or smallest foot?). Calculate number of different sizes identified in the classroom. Chart findings on student graphs.	**Students will** • use string, yarn, or paper strips to measure the feet, toes, hands, and thumbs of their parents. Estimate how many unifix cubes needed to measure parents' feet, toes, hands, and thumbs. Calculate total length of parents' hands or feet using unifix cubes as the unit of measure. Determine length of string, yarn, or paper strips needed to represent parents' feet and hands. Create bar graphs illustrating class findings (e.g., Whose father had biggest foot? Whose mother had longest thumb?). Report findings to class.	**Students will** • measure the length of their shoes using unifix cubes. Create bar graph to illustrate length of shoes. Compare length of feet and length of shoes. Record data on length of shoes and length of feet in line plots. Report findings to class.
• participate in mini-lessons on congruence and symmetry. Find examples of each in the school building or playground.	• find pictures in magazines of symmetrical and congruent objects. Determine line of symmetry in pictures. Display pictures on bulletin boards.	• collect samples from nature and examine for congruence and symmetry. Describe in science journals how each sample shows symmetry or congruence.	• create posters or art work that contain examples of symmetry and congruence.

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Geometry (2.8, 2.9, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)** **Reading (1.2)** **Speaking/ Listening/ Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Technology as Communication (1.16)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)**	*Continued from page 34* How can I use properties to describe, separate, and sort objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • properties of materials can be used. • materials can exist in different states. • examine the interaction between science and technology. **Mathematics** • identify, describe, model, draw, classify, and sort two- and three-dimensional shapes and objects using properties. • identify and describe congruent and symmetrical two-dimensional figures. • identify and describe patterns in real life, numerical, and geometric situations. • solve simple equations. • explore unknowns and open sentences. **English/Language Arts** All *Program of Studies* Concept of Print, Word Patterns, and Experience With Text bullets are included in this guiding question. • use monitoring strategies. • identify and apply listening behaviors. • use senses to understand the world. • observe for a purpose. • explore and use technology to access information and communicate. **Arts and Humanities** All *Program of Studies* Elements of Art and Principles of Design, and Processes and Media bullets are included in this guiding question.	**Students will** • identify, describe, model, draw, classify, and sort two- and three-dimensional shapes and objects found at school and home. Chart findings and develop classification systems. • observe water in liquid and solid states. Fill one gallon bottles with colored water. Distribute water into various size containers. Discuss what fractional part of the whole (e.g., one-half, one-fourth, one-eighth) each container (e.g., half gallon or 32 ounces, one quart or 16 ounces, one pint or 8 ounces) represents. Chart how many containers of each size it takes to hold one gallon of water in a liquid state. Freeze several containers of water. Discuss physical changes in water. • collect and observe various objects (e.g., apple, cork, eraser, styrofoam ball) to predict which objects sink or float. Design and conduct scientific investigations to test predictions. Chart properties of objects.

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use K-W-L technique (e.g., What do we know? What do we want to know? What did we learn?) to describe elements of art (e.g., line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern) observed in two- and three-dimensional shapes and objects. Identify variables of media and processes.	**Students will** • identify shapes found within objects (e.g., rectangle or square shape of blackboard or round clock) in the classroom and outside (e.g., triangle shape of roof, shape of windows). Identify the elements of art and principles of design. Use a variety of media and processes to create models that include two- and three-dimensional shapes.	**Students will** • select sets of objects in the classroom. Cut pictures from magazines. Sort objects and pictures according to shape. Discuss other ways to sort objects and identify objects that belong in more than one group. Use the elements of art and principles of design to create displays of objects. Label different groups.	**Students will** • use pictures, symbols, and print to write booklets about shapes. Describe similarities and differences. Identify important facts about two- and three-dimensional shapes.
• work with the teacher to read books (e.g., *Teddy Bears Go Shopping*, *Who Sank the Boat*, *Dad's Diet*, *Something Absolutely Enormous*). Compare stories. List findings on chart. Discuss how volume was important in each story.	• work in pairs to measure water levels in various size containers. Predict number of solid objects (e.g., unifix cubes, paper clips, blocks) that can be added to containers before water overflows. Test predictions for various objects. Use graphic organizers to chart and summarize findings.	• fill long, thin containers (e.g., spaghetti jar, thermos, column jar) with water. Collect a variety of different shaped containers. Predict which containers will hold the same amount of water as the long, thin containers. Check predictions and record findings in science journals.	• use one-cup measures to fill various size containers or objects with water in liquid or solid state (e.g., ice cubes of various sizes). Predict amount each container will hold. Test predictions by tallying actual number of cups in liquid and solid state for each container.
• read and analyze information on properties of objects (e.g., styrofoam, wood) that sink or float. Discuss materials and properties used to build model boats.	• conduct experiments using various materials (e.g., wood, aluminum foil, clay) to build boats. Test boats' capacity to float by systematically loading them with paper clips, weights, or small objects. Calculate total weight boats can hold without sinking.	• observe objects floating in water or solutions (e.g., saltwater, carbonated water). Describe and compare properties of objects that sink or float. Record findings in science journals.	• interview classmates to analyze data and summarize findings of experiments. Compare properties of objects and solutions to sort objects that float or sink. Create diagrams to illustrate findings.

Primary Level Science
Physical Science - Properties and Motion of Objects

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Billy is a low vision student who is beginning to learn Braille. Billy will use a variety of art materials, concrete objects, and manipulatives to create graphic organizers that can be read from tactile input. Billy creates graphs (e.g., bar graphs, pie graphs, line graphs) with sandpaper strips or sand glued onto chart paper. Two-dimensional shapes with raised outlines (e.g., macaroni or yarn) will be created by Billy to sort same or different shapes. He is provided direct instruction on use of tactile skills to read and write in Braille (*Types of extensions: purpose and appropriateness, environment, resources and materials, level of support*). Helen has developed many friendships with her peers. She uses augmentative communication devices (e.g., communication board, text-to-speech converter) to express her ideas, thoughts, and knowledge. While working with partners to create a tower of unifix cubes to illustrate length per feet. Helen uses her communication device to tell her partners how many unifix cubes to use. During the discussion on similarities and differences among graphs, she responds to yes and no questions using her communication device. She selects photographs of her classmates to answer questions such as: Which graphs are alike? Who has the same size hands? Whose arm is longer? (*Types of extensions: resources and materials, level of support, demonstration of knowledge, participation, motivation*).	**Students will** **Science** h) demonstrate appropriate and relevant investigation skills. g) choose appropriate processes and strategies to solve problems. **Mathematics** d) apply mathematical procedures to solve problems. e) apply mathematical concepts: computation, measurement, estimation, geometry. **English/Language Arts** a) communicate in oral and written form. b) process oral and written information. c) demonstrate confidence in their ability to communicate. o) access appropriate resources for learning in school, at home, and in the community. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Natural of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Mathematics** • Communications/ Connections • Problem Solving • Number Concepts • Spatial Concepts • Numerical Procedures **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Arts and Humanities - Production** • Visual Arts ***Primary Performance Task Kit:*** **Culminating Tasks** • Ship Shape • Barn Dance

NOTES

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Algebraic Ideas (2.8, 2.11, 2.12)** **Reading (1.2)** **Processes and Media (1.13, 2.22 - 2.26)** **Elements of Music (1.14, 2.22 - 2.26)** **Historical and Cultural Context (1.14, 2.25, 2.26)** **Technology as Communication (1.16)**	How do I use pushes and pulls on a daily basis to change the position or motion of common objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. All *Program of Studies* Light, Heat, Electricity, Magnetism, and Position and Motion of Objects bullets are included in this guiding question. • examine the interaction between science and technology. **Mathematics** • explore multiples, skip counting by twos. • recognize, reproduce, extend, and explain rules orally for a number pattern. **English/Language Arts** • employ concepts of print. • use pictures and illustrations to make sense of text. • summarize by telling, drawing, and writing. • summarize a variety of reading passages. • use monitoring strategies. • identify and apply listening behaviors. • use senses to understand the world. • observe for a purpose. • explore and use technology to access information. • explore and use technology as a means of communication. **Arts and Humanities** • explore, experience, develop, and recognize a variety of media and processes for creating works of art.	**Students will** • describe position and motion of common objects. Manipulate objects (e.g., toys, equipment, classroom furniture) to produce changes in position or motion (e.g., push chair under desk, activate push/pull toys, move computer mouse). Draw pictures using arrows to illustrate how pushes and pulls produced changes in objects position or motion. • construct lists of motion observed in home, school, and classroom. Identify function of motion and calculate number of times they use motion during the day to complete routine tasks. Chart findings in graphic organizers. • experiment with movement of objects. Identify machines that moved objects easily. Create tables representing machines and objects (e.g., heavy box) they moved. *Continued on page 42*

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read stories about the use of pushing and pulling to move or manipulate objects. Summarize stories to teacher describing main events. Write descriptions of movements that could be used to complete classroom tasks.	**Students will** • experiment to change position or motion of objects. Describe how machines work (e.g., Mouse Trap Game).	**Students will** • choose jobs or tasks in the classroom accomplished by pushes or pulls. Use variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) to build models of machines. Describe how machines make jobs easier.	**Students will** • present models of machines to demonstrate how the parts work together to produce pushes or pulls that change position or motion of objects. Use graphic organizers and oral presentations to describe purpose and function of machines (e.g., scales to weigh objects, pulleys to lift objects).
• list words (e.g., labels of parts) and terminology used to describe motion. Build word lists for reading, writing, and vocabulary activities. Work with teacher to learn how to use auditory and visual strategies, and word identification strategies (e.g., prediction, context cues) to read and understand unknown words in stories about machines.	• use investigation techniques (e.g., interview parents, teachers, community workers, read encyclopedias) to research various topics (e.g., invention of wheel) related to invention and use of machines.	• interview peers and compare findings.	• make oral and written presentations of research findings.
• use machines to move objects (e.g., stacks of books, desk, bag of unifix cubes) found in the classroom. Measure length and weight of objects using standard and nonstandard units. Estimate push or pull needed to move objects.	• list common tasks (e.g., lift stack of books, move student desk). Match tasks with appropriate machines that change the position and motion of objects.	• write and illustrate stories using various media, elements of art, and principles of design. Create illustrations, graphic organizers, words, or symbols to describe machines used in daily activities at home or school.	• make oral and written presentations. Use flow charts and time lines to illustrate historical development of machines for home, school, and community use that change the position and motion of objects.

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Algebraic Ideas (2.8, 2.11, 2.12)** **Reading (1.2)** **Processes and Media (1.13, 2.22 - 2.26)** **Elements of Music (1.14, 2.22 - 2.26)** **Historical and Cultural Context (1.14, 2.25, 2.26)** **Technology as Communication (1.16)**	*Continued from page 40* How do I use pushes and pulls on a daily basis to change the position or motion of common objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. All *Program of Studies* Light, Heat, Electricity, Magnetism, and Position and Motion of Objects bullets are included in this guiding question. • examine the interaction between science and technology. **Mathematics** • explore multiples, skip counting by twos. • recognize, reproduce, extend, and explain rules orally for a number pattern. **English/Language Arts** • employ concepts of print. • use pictures and illustrations to make sense of text. • summarize by telling, drawing, and writing. • summarize a variety of reading passages. • use monitoring strategies. • identify and apply listening behaviors. • use senses to understand the world. • observe for a purpose. • explore and use technology to access information. • explore and use technology as a means of communication. **Arts and Humanities** • explore, experience, develop, and recognize a variety of media and processes for creating works of art.	**Students will** • read for purpose of locating and using information about machines that change the position and motion of objects. • discuss magnetism. Classify objects in the classroom that have magnetic properties. Label objects as magnetic or nonmagnetic. Chart findings in Venn diagrams. *Continued on page 44*

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • draw, write, and use word processors to construct passages, stories, poems, songs, or short skits to describe attributes, functions, and operation of machines that change the position and motion of objects.	**Students will** • write how-to articles explaining how to use machines that change the position and motion of objects. Include pictures or graphic organizers that describe machine's operation.	**Students will** • research properties and functions of machines designed to change the position and motion of objects (e.g., push needed to move tissues off desk, move chair, lift 50 pound rock). Write articles to describe observations.	**Students will** • create presentations to market student designed machines. Include jobs machines do that change the position and motion of objects. Include the cost of machine in dollars and cents.
• work in pairs to sort bags of magnetic (e.g., paper clips, iron filings) and nonmagnetic (e.g., brass paper fasteners, rice) objects. Work with teacher to research how magnets are used in industry (e.g., moving piles of junk metal) and daily life (e.g., pull cupboard doors shut). List and discuss words (e.g., cool, hard, solid) describing magnets and the objects they attract. Discuss and record findings.	• work with partners to measure degree of observable magnetic interaction between magnets and paper clips (e.g., Line up end of paper barely touching a ruler. Place magnet perpendicular to the table. Move the magnet slowly and evenly toward the clip to see when it moves. When clip moves, note distance between clip and magnet). Conduct three trials with a one-unit magnet. Record results in inches and centimeters. Repeat with two- and three-unit magnets. Discuss reasons for differences.	• compare magnetic strength of two separate magnets and one two-unit magnet. Estimate number of small or large paper clips one magnet or one two-unit magnet holds. Test predictions by adding paper clips to each magnet until one falls off. Count clips and record results on student invented graphs.	• magnetize scissors and use staples to quantify magnetic strength of student-created scissors (e.g., Try to pick up staples with pair of scissors. Stroke scissors on magnet. Add two strokes to each trial: zero, two, four, six, eight, ten, twelve, fourteen, eighteen, twenty. Record number of staples scissors pick up after each trial). Record observations in pictorial graphs, bar graphs, or line plots.

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Algebraic Ideas (2.8, 2.11, 2.12)** **Reading (1.2)** **Processes and Media (1.13, 2.22 - 2.26)** **Elements of Music (1.14, 2.22 - 2.26)** **Historical and Cultural Context (1.14, 2.25, 2.26)** **Technology as Communication (1.16)**	*Continued from page 42* How do I use pushes and pulls on a daily basis to change the position or motion of common objects?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. All *Program of Studies* Light, Heat, Electricity, Magnetism, and Position and Motion of Objects bullets are included in this guiding question. • examine the interaction between science and technology. **Mathematics** • explore multiples, skip counting by twos. • recognize, reproduce, extend, and explain rules orally for a number pattern. **English/Language Arts** • employ concepts of print. • use pictures and illustrations to make sense of text. • summarize by telling, drawing, and writing. • summarize a variety of reading passages. • use monitoring strategies. • identify and apply listening behaviors. • use senses to understand the world. • observe for a purpose. • explore and use technology to access information. • explore and use technology as a means of communication. **Arts and Humanities** • explore, experience, develop, and recognize a variety of media and processes for creating works of art.	**Students will** • observe light bulbs to identify their properties. List observations (e.g., clear or frosted glass, shape of wires, number of threads on the base of bulb, number of watts) on chart paper. Discuss how electricity flows through a circuit to illuminate the bulb.

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read and define words (e.g., electricity, circuit, conductor) related to electricity. Simulate electric circuits with each child representing a conductor (e.g., Stand in circle holding hands. Leader passes ball to hand of child standing next to him/her. When last child receives the ball, he/she turns on a flashlight.).	**Students will** • identify how they use electricity each day to generate pushes or pulls (e.g., fans, lawn mowers, hair dryers) to change position or movement of common objects. Discuss what their lives would be like without electricity. Write short passages (e.g., I am glad we have electricity because . . .). Share with class.	**Students will** • draw pictures of themselves simulating the path of electricity (e.g., entered through hand, traveled up arm around the head and down the other arm) conducted through their body using the flexible group activity. Describe and draw other pathways that electricity could follow starting with feet, elbows, fingers. Compare drawings to the path of an electric circuit.	**Students will** • identify times when their homes had no electricity due to unexpected events (e.g., windstorm, power disruptions, blackouts). Identify appliances that could not work without electricity. Create pictures, stories, or poems illustrating how loss of electricity affected their activities.

Primary Level Science
Physical Science - Properties and Motion of Objects

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Bobby uses excellent verbal skills to complete many tasks orally. Working with partners, Bobby verbally composes poems, songs, and scripts about properties and motion of objects which he transfers to print or graphic organizers. Bobby uses jumbo size markers or crayons, adapted pencils, large square graph paper, computer access with keyboard pointer, and voice activated software to write and illustrate his stories, songs, and poems. Written work is shared with classmates and used to teach reading, spelling, and vocabulary to Bobby (*Types of extensions: resources and materials, environment, purpose and appropriateness*). Nina is working on developing strategies to recognize words and their meaning. She is learning "vocabulary predication" (Atwell and Rhodes, 1984) to apply to expository and narrative text. As she reads stories and passages about uses of machines, she receives guided practice and feedback from the teacher on the use of these new strategies *(Types of extensions: purposes and appropriateness, procedures and routines).*	**Students will** **Science** h) demonstrate appropriate and relevant investigation skills. g) choose appropriate processes and strategies to solve problems. **Mathematics** d) apply mathematical procedures to solve problems. e) apply mathematical concepts: computation, measurement, estimation, geometry. f) collect, display, and interpret data. **English/Language Arts** a) communicate in oral and written form. b) understand oral and written information. c) demonstrate confidence in ability to communicate. **Arts and Humanities** i) creatively express ideas and feelings. j) applies democratic principles in relationships with peers. o) access appropriate resources for learning in school, at home, and in the community. r) apply previously learned knowledge and concepts to new situations.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Natural of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Mathematics** • Communications/ Connections • Problem Solving • Number Concepts • Spatial Concepts • Numerical Procedures **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization **Arts and Humanities - Production** • Visual Arts ***Primary Performance Task Kit:*** **Culminating Tasks** • Magnificent Machines

NOTES

Primary Level Science
Physical Science - Properties and Motion of Objects

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Psychomotor (2.34) **Dance Movements and Forms (1.15, 2.22-2.26)** **Elements of Music (1.14)** **Process and Media (1.13)**	How does my body produce pushes and pulls to help me work and play?	**Students will** **Physical Education** • perform a variety of nonlocomotor skills. • perform a variety of locomotor skills. • incorporate locomotor and nonlocomotor skills in creative expression alone and with others. • perform locomotor skills to music. • demonstrate combination movements with smooth, varied speed. • discover a variety of ways to manipulate objects. • become aware of movement concepts within a specific area. • use movement patterns to demonstrate concepts of space and effort in relation to locomotor skills. • practice cooperation strategies. • demonstrate practice techniques and use feedback to improve skills. • demonstrate cooperation with partners, small or large groups. **Arts and Humanities** • explore locomotor and nonlocomotor movements. • identify and use locomotor and nonlocomotor movements in simple patterns. • identify and discuss the elements of music. • identify and use a variety of media and processes. • identify the elements of dance in a pattern of movement.	**Students will** • identify body movements that resemble movement or functions of machines (e.g., pushing, pulling, lifting). • create patterns of sound and movement (e.g., locomotor, nonlocomotor) that simulate rhythmic or repetitive motions of machines. • create human machines to lift or move objects in the classroom.

Primary Level Science
Physical Science - Properties and Motion of Objects

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • observe pictures, videotapes, or live performances of dance productions. Analyze patterns of movement used to change position or motion (e.g., push, pull, lift) of dancers. Identify elements of dance used in performances.	**Students will** • practice body control, balance, agility, and weight transfer illustrating machine movements (e.g., patterns, direction, pathways). Design series of movement patterns to change position or motion of objects.	**Students will** • create lists of machines used in theatrical dance productions to change position or motion of actors, props, scenery or backdrops.	**Students will** • design sets, props, and scenery to illustrate and dramatize stories, poems, and songs about machines that change the position and motion of objects.
• read poems, rhythmic verses, songs, or choral readings that have repetitive patterns. Illustrate the sounds or operation of machines that change the position and motion of objects.	• read, listen to audiotapes, and interpret pictures and diagrams relating to machines. Compose rhythmic verses or dances that illustrate patterns of movement used in machines that change the position and motion of objects.	• research musical compositions, poems, and passages to identify music or verse that describes in words or rhythm the action or use of machines that change the position and motion of objects (e.g., "I've Been Working on the Railroad," "Tale of John Henry").	• sing songs, recite poems, and perform choral readings of self-compositions or chosen songs and poems that characterize movement patterns, functions, or use of machines that change the position and motion of objects. Identify and discuss the use of musical elements.
• select classroom tasks that machines can complete efficiently. Work in teams to create machines.	• use a variety of media and processes to design posters or works of art introducing the new student-created machines. Describe machines' operation and usefulness (e.g., wash dishes, feed dog, take out trash).	• design adaptive equipment to assist people in completion of daily tasks by simulating the function of nonlocomotor and locomotor movements (e.g., pushing, pulling, twisting, walking).	• create adaptive equipment or machines. Demonstrate to class how equipment or machines perform tasks normally performed by the human body (e.g., wheelchair to move person from one place to another, adaptive switch operated by force of airstream).

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Besnick moved to the United States from Kosovo three years ago. He has intermediate English speaking and listening skills and beginning English reading and writing skills. Other students in the class need to further develop their literacy, reading fluency, and learning of English. The teacher uses captioned videos and television programs of dance productions. Besnick and five other students first watch a video without captions listening for vocabulary they do not know or understand. They record the words or phrases in their learning logs writing the words as they hear them. The second time they watch the video with the captions and watch for the words and phrases they did not know. They record the words or phrases again in their learning logs. After viewing the captioned video, the teacher has the students illustrate the meaning of the words and phrases and discuss movement patterns of the dances and how dancers change positions and motion (e.g., lifting, pushing, pulling). *(Types of extensions: purpose and appropriateness, resources and materials, motivation, demonstration of knowledge, time).*	**Students will** **Arts and Humanities** i) creatively express ideas and feelings. **English/Language Arts** a) communicate in oral and written form. b) process oral and written information. c) demonstrate confidence in their ability to communicate. o) access appropriate resources for learning in school, at home, and in the community.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Motor Development** • Body Stability/Balance • Fundamental Locomotor • Fine Motor **Arts and Humanities - Production** • Dance • Music • Visual Arts **Arts and Humanities - Analysis and Appreciation** • Dance • Music • Visual Arts **English/Language Arts** • Experience • Story/Text Awareness • Making Sense Out of Print ***Primary Performance Task Kit:*** **Culminating Tasks** • Come Dance With Me • You Write the Song

NOTES

NOTES

Primary Level Science
Earth and Space Science

Broad-Based Theme: Weather
Content Areas: Science, Mathematics
Supplemental Content Areas: English/Language Arts, Social Studies, Arts and Humanities (Music, Drama, Visual Arts)

Unit Framework Overview:
In this unit framework, students investigate weather patterns and changes over time and the impact of natural phenomena on their daily lives and routines. Sample activities guide students through an inquiry process to investigate

- records of weather patterns and changes over time;
- weather in their community, region, and state;
- the impact of weather conditions and patterns on daily lives and routines; and
- how people use fact and logic to explain or understand weather events and occurrences of natural phenomena.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of the unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Sample activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teachers of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provides more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- Why is it important to collect and communicate weather information?

- How does past information and forecasts about local weather conditions and patterns affect me and my community?

- How has folklore been used to explain weather related events and natural phenomena?

- How have my family and people in my community been affected by weather events and natural phenomena?

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Probability and Statistics (2.8, 2.12, 2.13)** **Reading (1.2)** **Writing (1.11)** **Speaking, Listening, Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Technology as Communication (1.16)**	Why is it important to collect and communicate weather information?	**Students will** **Science** All *Program of Studies* Scientific Inquiry, Objects in the Sky, and Changes in the Earth and Sky bullets are in this guiding question. • distinguish between natural objects and objects made by humans. • examine the interaction between science and technology. • demonstrate how science helps explain changes in environments. **Mathematics** • make graphs. • display data on pictographs, bar graphs, and student invented graphs. • read, compare, and interpret data. • compare and explore chance. • collect and display data. • pose questions, collect, organize, and display data. • draw simple conclusions. • display data using line plots. • explore concepts of probability. **English/Language Arts** • pose questions to obtain information. • identify research tools. • use research tools to locate information. • use technology to access ideas and information. • use technology as a means of communication. • summarize story in sequence. • read variety of materials to gain understanding of the world. • identify story elements. • use senses to understand the world around them. • observe for specific purpose. • form sentences with complex ideas and/or structures. • organize writing in paragraphs. All *Program of Studies* Word Patterns bullets are in this guiding question. • demonstrate independent and critical thinking.	**Students will** • observe local weather conditions and record weather data (e.g., time and temperature, wind direction and speed, clear or cloudy, precipitation) for one month. Use pictographs, bar graphs, student invented graphs, and line plots to display weather data. Discuss and compare data and graphs. • use various media sources (e.g., video, Internet) to identify cloud types and weather information. Investigate how clouds are used to predict weather conditions. Describe clouds, observe different types of clouds, and identify clouds associated with different types of weather. Observe clouds moving across the sky and discuss movements. Discuss probability of clear or inclement weather if certain types of clouds are present. *Continued on page 56*

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read *Cloudy With a Chance of Meatballs.* Summarize in sequence the weather events from the story through drawing and writing. Chart fictional weather happenings in the story and identify realistic weather events.	**Students will** • choose from a set of teacher supplied reading materials related to weather patterns and read with a partner. Create story map to identify story elements (e.g., characters, setting, problem/solution, plot).	**Students will** • investigate tools to measure wind direction (e.g., wind sock, weather vane) and speed (e.g., Beaufort scale and anemometer).	**Students will** • create illustrated time lines of significant weather-related events. Include descriptions of events and scientists who made important discoveries. Present findings to class.
• participate in mini-lessons involving word patterns (e.g., segmenting, blending, rhyming letters to sounds, identifying patterns). Apply patterns to unknown words in context of simple text related to weather.	• use books, Internet, photographs, and magazines to identify types of clouds (e.g., cirrus clouds, nimbus , cumulus, stratus). Write descriptions of weather conditions found in pictures when certain cloud types are present.	• read *It Looked Like Spilled Milk*. Use various art media (e.g., paint, string, cotton) to create similar clouds. Write descriptive sentences or paragraphs to explain how their illustrations are similar to real clouds.	• observe clouds and weather conditions at the same time each day for one week. Record date, time, cloud observations, weather conditions (e.g., rainy, sunny, cloudy), and air temperature. Compare findings with predictions of cloud types and weather conditions. Record comparisons in science journals.

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Probability and Statistics (2.8, 2.12, 2.13)** **Reading (1.2)** **Writing (1.11)** **Speaking, Listening, Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Technology as Communication (1.16)**	*Continued from page 54* Why is it important to collect and communicate weather information?	**Students will** **Science** All *Program of Studies* Scientific Inquiry, Objects in the Sky, and Changes in the Earth and Sky bullets are in this guiding question. • distinguish between natural objects and objects made by humans. • examine the interaction between science and technology. • demonstrate how science helps explain changes in environments. **Mathematics** • make graphs. • display data on pictographs, bar graphs, and student invented graphs. • read, compare, and interpret data. • compare and explore chance. • collect and display data. • pose questions, collect, organize, and display data. • draw simple conclusions. • display data using line plots. • explore concepts of probability. **English/Language Arts** • pose questions to obtain information. • identify research tools. • use research tools to locate information. • use technology to access ideas and information. • use technology as a means of communication. • summarize story in sequence. • read variety of materials to gain understanding of the world. • identify story elements. • use senses to understand the world around them. • observe for specific purpose. • form sentences with complex ideas and/or structures. • organize writing in paragraphs. All *Program of Studies* Word Patterns bullets are in this guiding question. • demonstrate independent and critical thinking.	**Students will** • use clocks, sundials, weather vanes, barometers, windsocks, rain gauges, and weather reports to chart weather conditions (e.g., time and temperature, cloudy and clear, direction and speed of wind) and to analyze and compare predicted and actual weather occurrences over one month. Create data displays (e.g., bar graphs, pictographs, line plots). Predict upcoming weather based on recorded data patterns.

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Student will • participate in mini-lessons to develop probability concepts. Discuss perceived likelihood of certain weather-related events (e.g., rain, snow, hail, sunburn, plant garden, mow lawn).	**Students will** • participate in probability activities. Flip penny 10, 20, and 30 times. Record results. Roll numbered cubes thirty times, graphing results. Identify the likelihood of rolling a specific number or flipping heads or tails. Use journals to describe how probability helps predict outcomes.	**Students will** • create routines and time lines of personal activities and special events based on weather predictions for two weeks. Keep journals on how weather conditions impacted personal activities. Examine how predictions differed from actual events.	**Students will** • pose questions about weather patterns (e.g., How many days in July did the temperature reach 100 degrees? How many days in August did it rain?) Collect, organize, and display data. Draw conclusions and present to class.

Sample Extensions for Diverse Learners	**703 KAR 4:040** Exit Criteria for Successful Completion of the Primary Program	**Resources**
Cam uses concrete objects and manipulatives (e.g., cubes, number rods, teddy bear counters, sets of small objects) and an abacus to demonstrate math concepts and computations (e.g., number of sunny versus. coudy days in a month). Cam makes pictures to represent equations (e.g., yellow bears equal sunny day; blue bears equal cloudy day: 3 yellow bears + 2 blue bears = 3 sunny days and 2 cloudy days in a 5 day period). The teacher assists Cam in a step-by-step approach to convert use of objects and picture representations of math computation to numeric equations *(Types of extensions: purpose and appropriateness, level of support, resources and materials).* Jamison, Tonya, and Lamont practice their math skills by performing mathematical computations to analyze weather data. The teacher first instructs them on how to use an abacus to represent equations at a concrete level. They perform the computations using the abacus and then show other classmates how to use an abacus. The teacher models symbolic representations of equations (e.g., x = y = z, A/B = C) and provides Jamison, Tonya, and Lamont with an equation cue card to use when setting up and solving similar problems *(Types of extensions: level of support, purpose and appropriateness, complexity, order of learning, resources and materials,*	**Students will** **Science/Mathematics** d) apply mathematical procedures to problem solve. e) apply mathematical concepts including computation, measurement, estimation, and geometry. f) collect, display, and interpret data. h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. g) choose appropriate processes and strategies to solve problems. **English/Language Arts** a) express themselves clearly and effectively. b) process oral and written information through listening and reading. c) demonstrate confidence in their ability to communicate.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity **Mathematics** • Problem Solving (Numbers, Strategies) • Communication/Connections **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization • Correctness ***Primary Performance Task Kit:*** **Springboard Tasks** • Experiment • That's My Life • What's the Weather

Sample Extensions for Diverse Learners	**NOTES**
Billy is very expressive and linguistic. He is intrigued by the nuances of oral expression. Billy prefers to demonstrate knowledge orally and needs multiple opportunities to express himself. Transcripts of his oral presentation are used to demonstrate his knowledge of weather forecasts and predictions as well as assigned tasks. Billy can present information pictorially and orally (e.g., give a weather report to demonstrate knowledge of data collection and analysis of weather conditions). He also needs to see the relationship between oral language and print. Transcriptions of Billy's weather reports are read by Billy as part of the daily forecast and are posted on the library bulletin board (*Types of extensions: motivation, participation, purpose and appropriateness*).	

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)** **Probability and Statistics (6.8, 2.12, 2.13)** **Reading (1.2)** **Speaking/ Listening Observing (1.3, 1.4, 1.12)** **Geography (2.19)**	How does past information and forecasts about local weather conditions and patterns affect me and my community?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. All *Program of Studies* Objects in the Sky and Changes in the Earth and Sky bullets are included in this guiding question. • examine the interaction between science and technology. • recognize how science helps to understand populations. • demonstrate how science helps explain changes in environments. **Mathematics** • read, write, count, and model whole numbers, 0 - 20, developing place value for ones and tens. • order and compare numbers from 0 - 100. • explore appropriate estimation procedures. • read and compare data displayed on concrete graphs, pictographs, bar graphs, and student invented representations. • explore chance as two separate events. • identify patterns in real life. **English/Language Arts** • choose and read a variety of materials • read materials for authentic purposes. • apply speaking-to-learn, speaking-to-demonstrate-learning strategies **Social Studies** • recognize that people depend on, adapt, or modify environments to meet their needs.	**Students will** • use patterns, place value, measurement, and mathematical computations to collect, display, read, and compare weather data on concrete graphs, pictographs, bar graphs, and student invented graphs. Determine impact of weather (e.g., temperature, precipitation) on daily routines and planned activities. • construct charts, posters, and models that demonstrate how the position of the Sun in the sky affects daily temperatures, hours of daylight, and seasonal weather changes. • observe phases and locations of the moon for one month. Record moon phases on calendar. *Continued on page 62*

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read weather vocabulary words in context using visual and auditory strategies and word identification strategies (e.g., prediction, context cues, phonetic awareness) to understand their meanings. Read weather reports from local, regional, and state source. Write and define weather related vocabulary words.	**Students will** • use Internet, radio, television, and newspaper weather reports and forecasts to collect information on weather conditions in other communities. Compare weather conditions and explain how people in each location may adjust to weather conditions.	**Students will** • examine state weather maps to identify geographic areas of Kentucky that are experiencing similar weather conditions. Write weather forecasts for a geographic area including specific weather conditions (e.g., cloudy, clear, rain).	**Students will** • develop weather fact sheets using graphs, charts, and print to describe benefits and problems of local, regional, and state weather patterns to tourists suggesting appropriate activities (e.g., hiking, sailing, skiing) for weather specific to geographic areas.
• predict number of hours the Sun will shine daily. Estimate high and low temperatures. Predict chances of rainfall based on weather patterns for one week. Plan class activity for a specific day based on weather forecast.	• construct terraria to study impact of simulated weather conditions (e.g., sunny, wet/dry) on terraria ecosystem. Record findings over 30, 60, and 90 days. Create drawings or photo journals to illustrate effects on terraria populations.	• read stories about how weather affects plants and animals in different parts of the world. Explore how too much heat, cold, and water impacts organisms. Observe how weather conditions affect their pets, farm animals, or gardens. Write articles for school newspaper describing how weather affects organisms.	• create pictures, print, and oral presentations to describe impact of simulated weather conditions on terraria ecosystem. Present findings to the class.
• respond to various reading materials relating position of moon and the Sun in the sky to weather changes. Create picture, flip, and story books describing different phases of the moon and position of the Sun in the sky (e.g., at sunrise, noon, sunset).	• illustrate bulletin boards, create greeting cards, letterhead, and/or calendars to demonstrate phases of moon and position of the Sun in the sky.	• conduct investigations to demonstrate effect of the Sun's rays on the temperature of objects (e.g., place ice cubes in direct/indirect sunlight, measure and compare melting time) at different times of day when the Sun is in different positions in the sky. Discuss findings.	• work with teacher using monitoring strategies (e.g., confirm meaning of text, self-correct when text does not make sense) to read flip books describing different phases of moon and position of Sun in sky to class.

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6) **Numbers, Integers and Place Value (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)** **Probability and Statistics (6.8, 2.12, 2.13)** **Reading (1.2)** **Speaking/ Listening Observing (1.3, 1.4, 1.12)** **Geography (2.19)**	*Continued from page 60* How does past information and forecasts about local weather conditions and patterns affect me and my community?	**Students will** **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. All *Program of Studies* Objects in the Sky and Changes in the Earth and Sky bullets are included in this guiding question. • examine the interaction between science and technology. • recognize how science helps to understand populations. • demonstrate how science helps explain changes in environments. **Mathematics** • read, write, count, and model whole numbers, 0 - 100, developing place value for ones, tens, and hundreds. • order and compare numbers. • explore appropriate estimation procedures. • read data displayed on concrete graph. • read data displayed on pictograph. • read and compare data on bar graphs. • read and compare data on student invented graphs. • explore chance as two separate events. • identify patterns in real life. **English/Language Arts** • choose and read a variety of materials • read materials for authentic purposes. • apply speaking-to-learn, speaking-to-demonstrate learning strategies **Social Studies** • recognize that people depend on, adapt, or modify environments to meet their needs.	**Students will** • discuss how weather systems affect personal and community activities and events (e.g., cancelled parades, rain delayed ball games). • discuss careers in meteorology. Investigate educational requirements, skills, training, and job opportunities.

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • explore local weather maps. Identify and read symbols and words (e.g., cloudy, sunny, rainy) that describe weather conditions. Order and compare temperatures using the symbols <, >, and =.	**Students will** • compose songs demonstrating the elements of music (e.g., rhythm, melody, form, timbre, tempo) or compose poems (e.g., Rain, Rain, Go Away) and short passages that use rhythmic or patterned text to describe weather.	**Students will** • write scripts for weather segments of news broadcasts. Include opening comments, current conditions, and the next day's forecast (e.g., temperature, precipitation, weather changes throughout the day). Identify local activities that weather affects. Explain how to prepare for weather conditions (e.g., severe storm warning, tornado watch).	**Students will** • apply speaking-to-learn and speaking-to-demonstrate-learning strategies to present weather segments of news broadcasts. Use appropriate verbal behaviors and nonverbal techniques (e.g., gestures, facial expressions) to communicate weather information.
• use print materials, audio and videotapes, and visual media to produce weather forecasts. Write news articles describing weather conditions.	• use Internet, resource books, and personal interviews to identify scientific methods used by meteorologists. Compare accuracy of weather predictions based on technological instruments to predictions found in journals or publications like *The Farmers' Almanac*.	• investigate careers in meteorology and identify necessary job skills (e.g., math computation, reading, communication). Identify roles and responsibilities (e.g., manage and analyze data, use technical instruments, write weather forecasts, speak in public, help people prepare for weather events, locate safe shelters, plan evacuation routes, understand tornado warning systems) of weather forecasters. Write advertisements for meteorologists to be published in classified sections of newspapers.	• present weather reports. Use graphic organizers, audio and/or videotapes, and oral presentations to describe steps and procedures used to locate, compile, and analyze weather data.

Primary Level Science
Earth and Space Science

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Lea and Chen are developing mathematicians. They can use graphic organizers (e.g., webs, graphs, diagrams, maps) to make visual connections with content information. Visual cues will help Lea and Chen follow verbal directions (e.g., collect and analyze weather data). They can use a scaffolded guide to help focus on the goal (e.g., what is known, what is not known, and say/write/draw problem) of math problems. Gradually fade prompting until they can solve problems without assistance *(Types of extensions: creation and demonstration of knowledge, procedures and routines, participation, complexity).* Kristal and Victor are developing writers (see KELP descriptors) who are beginning to use correct spelling and punctuation. They use temporary/invented spelling and visual art forms to compose and illustrate rich stories that express their ideas and feelings. They conference with the teacher during writer's workshop to revise, edit, and correct their writing. Kristal and Victor can use a variety of media (e.g., crayons, markers, colored pencils, computer graphics) and processes (e.g., painting, sculpting, computer assisted graphics) to author songs, poems, and passages describing weather conditions and the effect of weather on daily activities. These can be presented orally to the class and shared individually or in small groups for reading and writing practice *(Types of extensions: procedures and routines, participation, motivation, demonstration of knowledge, purpose and appropriateness).*	**Students will** **Science/Mathematics** d) apply mathematical procedures to problem solve. f) collect, display, and interpret data. h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. g) choose appropriate processes and strategies to solve problems. **English/Language Arts** a) express themselves clearly and effectively. b) process oral and written information evidenced through listening and reading. c) demonstrates confidence in their ability to communicate. **Social Studies** p) participate in group activities cooperatively.	***Kentucky Early Learning Profile Learning Descriptions*** ***Content Areas:*** **Mathematics** • Communication/Connections • Problem Solving **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Reading** • Experiences • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization • Sentence/Language Choice • Correctness **Arts and Humanities - Production** • Drama • Music ***Primary Performance Task Kit:*** **Springboard Tasks** • Experiment • Musical Characters • Problem Solver • What's The Weather **Primary Performance Task Kit:** **Culminating Tasks** • Pictures and Stories

NOTES

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Writing (1.11) **Reading (1.2)** **Historical Perspective (2.20)** **Elements of Music (1.14)** **Elements of Art and Principles of Design (1.13, 2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	How has folklore been used to explain weather related events and natural phenomena?	**Students will** **English/Language Arts** • develop ideas in response to peer and teacher feedback. • use pictures, symbols, letters, and words to convey meaning. • connect reading, listening, observing, and inquiry to personal experience. • demonstrate independent and critical thinking in writing to learn situations. • understand story structure • identify story elements in a passage • summarize main ideas, events, or points. • use appropriate formats and patterns for various genres. **Social Studies** • distinguish among past, present, and future. • differentiate among fact and opinion relating to historical events. • understand how and why events occurred in community, state, nation. • recognize people depend on, adapt, or modify environment to meet basic needs. **Arts and Humanities** • respond to music. • demonstrate an awareness of elements of music. • use elements of music. • experience art with attention given to elements of art and principles of design. • explore a variety of media and processes. • demonstrate an awareness of elements of drama.	**Students will** • identify common folklore, songs, and poems (e.g., wooly worm predicts winter snow, red sky at night means calm seas) that describe weather conditions. Illustrate how people traditionally have described weather conditions and patterns through observations, superstition, and oral history. • discuss patterns (e.g., clouds high or low in sky, change in direction and speed of wind) of environmental and atmospheric conditions that indicate changes in weather. Read weather proverbs from various groups or cultures (e.g., farmers, sailors, naturalists, Native Americans). Chart weather proverbs (e.g., Red sky at night, sailor's delight; red sky in morning, sailors take warning.) by the condition and weather change they describe.

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read common folklore and poems. Sing songs about weather. Discuss how each piece illustrates effects of weather conditions on animal and human behavior or activities (e.g., If a bee is in a flower, there won't be a shower, so make plans for a picnic. A ring around the moon means rain is coming soon and might change plans for a picnic.).	**Students will** • use *The Farmers' Almanac*, past editions of newspapers and weather reports and broadcasts to research historic and predicted weather patterns or changes. Chart data (e.g., wooly worms predict winter conditions) differentiating fact, fiction, and opinion. Verify findings by comparing data on weather predictions to actual weather events over time.	**Students will** • compose dramatic scenes, songs, poems, and passages that illustrate impact of weather patterns on local activities and environmental events. Use appropriate formats and patterns for each genre. Discuss use of elements of music in their songs. Include story elements (e.g., characters, plot, setting) in written pieces.	**Students will** • present dramatic scenes, songs, poems, and passages to the class that demonstrate awareness of purpose, characters, plot, main ideas, and elements of music and drama to illustrate effect of local weather patterns and conditions on personal, school, and community activities.
• use a variety of media and processes to create art work about the weather. Incorporate elements of art and principles of design into art work.	• collect information about weather proverbs and folklore that describe or predict weather conditions or changes. Compare how weather conditions or changes are predicted (e.g., which ones describe change in cloud patterns, change in direction of wind). Describe actual weather facts that support weather proverbs.	• observe environmental and atmospheric conditions for one week. Record observations in science journals. Draw conclusions and report findings to class.	• use rhyme to create weather proverbs based on personal observations (e.g., When spiders weave their web by noon, fine weather will be coming soon.). Present weather proverbs to class describing weather conditions they predict.

Sample Extensions for Diverse Learners	**703 KAR 4:040** Exit Criteria for Successful Completion of the Primary Program	**Resources**
Louise composes stories and presents them orally to the class. She uses stories to practice vocabulary and apply basic reading skills. She compares plots, characters, and main events. Quinton is a skilled reader and can model new or unfamiliar words for Louise. Louise repeats words and matches spoken words to print in stories that are being read. The teacher will incorporate these vocabulary words into Louise's word recognition and spelling lists *(Types of extensions: demonstration of knowledge, purpose and appropriateness, level of support, participation, complexity, procedures and routines).* Olaf and Kjersten immigrated to the United States from Norway when three- and four-years-old respectively. They enjoy listening to stories in Norwegian and English. They have intermediate speaking and listening English skills and beginning English reading and writing skills. To continue their language development, the teacher uses storytelling and folklore. He models personal storytelling and shares examples of folklore and proverbs that describe or predict weather conditions. He uses picture webs and semantic maps to make connections, and illustrate the language. Olaf and Kjersten talk with members of their family about Norwegian stories and folklore that describe and predict weather. They share their stories through illustrations and oral presentations (*Types of extensions: purpose and appropriateness, routines and procedures, participation, motivation, resources and materials, demonstration of knowledge*).	**Students will** **English/Language Arts** a) express themselves clearly and effectively. b) process oral and written information evidenced through listening and reading. c) demonstrate confidence in ability to communicate. **Social Studies** p) participate in group activities cooperatively. **Arts and Humanities** i) creatively express ideas and feelings. k) identify contributions of diverse individuals, groups, and cultures.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Reading** • Experiences • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization • Sentences/ Language Choice • Correctness **Arts and Humanities - Production** • Visual Arts • Drama • Music **Arts and Humanities - Analysis and Appreciation** • Visual Arts • Drama • Music ***Primary Performance Task Kit:*** **Culminating Tasks** • Pictures and Stories • Working Together • Reading Roundup • Tell Me More

NOTES

Primary Level Science
Earth and Space Science

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Writing (1.11) **Reading (1.2)** **Historical Perspective (2.20)** **Elements of Music (1.14)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)**	How have my family and people in my community been affected by weather events and natural phenomena?	**Students will** **English/Language Arts** • develop ideas in response to peer and teacher feedback. • use pictures, symbols, letters, and words to convey meaning. • connect reading, listening, observing, and inquiry to personal experience. • demonstrate independent and critical thinking in writing to learn situations. • understand story structure. • identify story elements in a passage. • summarize main ideas, events, or points. **Social Studies** • distinguish among past, present, and future. • understand how and why events occur. • differentiate among fact and opinion relating to historical events. • understand how and why events occurred in community, state, or nation. • recognize people depend on, adapt, or modify environment to meet basic needs. **Arts and Humanities** • respond to music. • demonstrate an awareness to elements of music. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • examine how science fosters understanding of natural resources.	**Students will** • research details of stories and factual accounts of weather and natural phenomena in their community and write explanations of events (e.g., floods, hurricanes, eclipse) on chart paper. Classify details as fact, fiction, or opinion. • identify impact of past and present natural phenomena (e.g., floods, tornadoes, drought) and weather patterns on their family's lifestyle, economic conditions, and future circumstances (e.g., what would happen if their home and belongings were destroyed by tornadoes).

Primary Level Science
Earth and Space Science

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read news articles describing weather-related events (e.g., hurricanes, tornadoes, floods) that have occurred locally, regionally, statewide, or nationally. Identify similar and different effects weather had on each community.	**Students will** • identify safety precautions followed during weather watches and warnings (e.g., flood warnings, severe thunderstorm watches). Develop written news broadcasts alerting classmates to conduct weather drills and safety precautions.	**Students will** • prepare news releases or broadcasts to notify and prepare local communities for occurrence of natural phenomena (e.g., floods, tornadoes, droughts).	**Students will** • create pictures, videotapes, audiotapes, poems, and stories to describe how past and present weather conditions and patterns have affected local environments (e.g., dams on rivers to control flooding) and human behavior (e.g., cold winters required warmer clothing). Discuss findings with class.
• develop survey questions for classmates, family members, or neighbors to identify people who have experienced changes in lifestyle or economic conditions due to weather or natural phenomena. Organize findings by categories (e.g., people who experienced floods, tornadoes). Create books, songs, poems, pictures, and short passages describing family's experience. Discuss elements of music in their songs.	• interview friends or family members that have experienced catastrophic weather events (e.g., tornadoes, floods). Write news articles describing the events. Explore how forecasters made the forecast, weather watches or warnings were broadcast, what safety precautions were taken, and the extent of damage.	• develop time lines of family histories described through personal interviews, photographs, stories, and family mementos. Compare lifestyles, economic conditions, and current circumstances to weather events and natural phenomena that occurred during the same period of time.	• present pictures or charts depicting family activities that correlate with dates of weather events (e.g., eclipses, devastating tornadoes, droughts).

Sample Extensions for Diverse Learners	**703 KAR 4:040** Exit Criteria for Successful Completion of the Primary Program	**Resources**
Jeff has difficulty connecting prior knowledge with new information. Jeff's teacher provides multiple models of using Think-Aloud-Strategies by sharing analogies and creating mental images that link his prior knowledge with new information. For example, Jeff knows his grandparents traveled to the United States to start a new life after a flood destroyed their home. Jeff understands that they did not have jobs, lost touch with old friends, and had to adjust to a new place. The teacher will first construct a comparison/contrast graphic organizer with Jeff to help him see similarities and differences. He uses the organizer to orally share how those events are similar to his move from across the state to this community after a tornado destroyed the plant where his mother and father worked. Using a Think-Aloud-Strategy, Jeff will describe similarities and differences of his family's circumstances and predict how he might handle his next move based on this knowledge *(Types of extensions: purpose and appropriateness, complexity, order of learning, procedures and routines, motivation, resources and materials).*	**Students will** **English/Language Arts** a) express self clearly and effectively in oral and written form. b) process oral and written information evidenced through listening and reading. c) demonstrate confidence in ability to communicate. **Social Studies** n) display self-control and self-discipline o) access appropriate resources for learning in school, at home, or in the community. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Arts and Humanities** i) creatively express ideas and feelings. k) identify contributions of diverse individuals, groups, cultures. **Science** h) apply appropriate and relevant investigation skills to solve specific problems in real life situations.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization • Sentences/ Language Choice • Correctness **Social Studies** • Social Systems and Diversity • Past and Present • Geography **Arts and Humanities - Production** • Music **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity ***Primary Performance Task Kit:*** **Springboard Tasks** • Musical Characters • What's the Weather **Culminating Tasks** • You Write the Songs

NOTES

NOTES

Primary Level Social Studies
Economics

Broad-Based Theme: Structure and Function of Economic Systems
Content Areas: Social Studies, Health Education
Supplemental Content Areas: English/Language Arts, Mathematics, Arts and Humanities (Drama)

Unit Framework Overview:
In this unit framework, students investigate economic concepts that direct consumer decisions. Sample activities help students discover

- how supply and demand of various goods and services affect local economies,
- how available human and natural resources affect production of goods and services, and
- how to be an informed consumer and manage personal income.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of the unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teacher of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provide more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- How are my wants and needs met by goods and services that are available in my community?

- How does local, regional, or state production and consumption of various goods and services affect me and my community economically?

- How do I manage my personal resources to make good economic and consumer decisions?

CLICK TO RETURN TO THE MAIN MENU

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.14, 1.12)** **Measurement (2.8, 2.10, 2.12)** **Elements of Dance (2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	How are my wants and needs met by goods and services that are available in my community?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** All *Program of Studies* Consumer Decisions bullets are included in this guiding question. **English/Language Arts** • make meaning from reading materials. • read and understand fiction and nonfiction • read a variety of materials. • make sense of reading materials. • employ sight word vocabulary. • use monitoring strategies. All *Program of Studies* Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. All *Program of Studies* Listening, Observing, and Speaking bullets are included in this guiding question. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • make change up to a dollar. **Arts and Humanities** • use elements of drama in dramatic works. • use a variety of art media and processes.	**Students will** • define goods (e.g., something that is made or grown), services (e.g., kind of work that helps people), and income (e.g., money used to buy goods and services). Discuss how income, goods, and services are important to their daily lives (e.g., buy clothes to wear, go to dentist to maintain healthy teeth). • list goods (e.g., clothes, food, sports equipment) and services (e.g., pizza delivery, doctor, library) that are available in their communities. Name jobs that produce goods (e.g., manufacturer, baker, artist) and jobs that produce services (e.g., doctor, librarian, delivery person). List jobs in tables under goods or services. • explore repeated addition and multiplication with play money. Relate division to multiplication (e.g., In a $20 bill, how many $5 bills are there?). Match coins (e.g., pennies, nickels, dimes) to coin values (e.g., one cent, five cents, ten cents) and create coin combinations to equal the cost of desired products (e.g., a candy bar costs sixty cents). Combine coin patterns (e.g., two dimes, four nickels, twenty pennies equal sixty cents). Using nickels and dimes, count by 5s and 10s to a desired amount. *Continued on page 78*

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • employ concepts of print (e.g., left to right, top to bottom) to read stories about consumerism (e.g., *Caps for Sale*, *No Plain Pets*, *Penelope Gets Wheels*). Discuss how people make choices about products to satisfy wants or needs based on available income (e.g., money from work, gifts, savings).	**Students will** • work in pairs to trace each others' body on large sheets of paper. Label tracings with names and phrase, "I am a consumer". List on the tracings, products, goods, and services for which they and their families spend money. Sort in tables, products or services used by their family as needs or wants.	**Students will** • write and illustrate stories telling how they chose (e.g. went shopping with parents, looked in catalogs, wanted shoes like friends) and obtained (e.g., received as gift, saved money, did errands for income) goods or services. Use economic terms (e.g., goods, services, income, wants, and needs) to describe how the product obtained met their wants or needs.	**Students will** • edit and revise their stories. Publish in a classroom consumer booklet. Read books to class during reading workshops. Use monitoring strategies to confirm the meaning of their text and self-correct when their text does not make sense.
• read yellow pages ads, newspaper ads, community brochures (e.g., chamber of commerce, tourist commission, real estate ads) to identify local businesses that produce goods and services. Create lists of products and services produced by each business.	• identify goods and services illustrated in magazines, pictures, and advertisements. Use auditory and visual strategies to understand words and their meanings. List names of goods and services on charts by categories (e.g., health services, sports equipment, clothing, food).	• select products and services from the class lists and create skits that dramatize the production of the goods or services (e.g., pizza maker in a restaurant, dentist cleaning teeth).	• create directories, including table of contents, and indices that show goods and services available in their community. Draw and label pictures of goods and services. Arrange pages in alphabetical order and design cover pages. Present directories to family members.
• match names of coins and paper money with purchasing power in dollars and cents (e.g., eight quarters, two nickels and one dollar bill equals $3.10). Recognize that a quarter is 1/4 of a dollar and a fifty cent piece is 1/2 of a dollar. Select products to buy with money from catalogs, school store, and pictures. Use money as manipulative. Explore and solve two digit problems using addition and subtraction .	• create classroom store with representations (e.g., pictures, models, examples, photographs) of products consumed by children. Use play money to represent purchasing power in dollars and cents. Make change, mark product's price, and discount price by subtracting sale price from original price of products. Practice adding fractional values of money (e.g., 1/4 + 1/4 + 1/4 = 3/4 of a dollar).	• act as store managers. Calculate prices and discount prices of store products (e.g., item marked down from $1 to $.90 was discounted $.10). Create flyers identifying regular prices, amount of discount off regular prices, and availability of products for upcoming sale in classroom store.	• make oral presentations using appropriate delivery techniques (e.g., tone, rate, volume) to describe marketing plans to sell 100 pencils within five days. Calculate how many pencils must be sold per day, how to increase sales on any given day (e.g., markdown price), and how many pencils must be sold to cover cost of making pencils available to students. Describe mathematical procedures used.

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.14, 1.12)** **Measurement (2.8, 2.10, 2.12)** **Elements of Dance (2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	*Continued from page 76* How are my wants and needs met by goods and services that are available in my community?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** All *Program of Studies* Consumer Decisions bullets are included in this guiding question. **English/Language Arts** • make meaning from reading materials. • read and understand fiction and nonfiction • read a variety of materials. • make sense of reading materials. • employ sight word vocabulary. • use monitoring strategies. All *Program of Studies* Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. All *Program of Studies* Listening, Observing, and Speaking bullets are included in this guiding question. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • make change up to a dollar. **Arts and Humanities** • create simple dramatic works. • use a variety of art media and processes.	**Students will** • apply listening, observing, and speaking (e.g., verbal behaviors, gestures, facial expressions) skills to interview chamber of commerce members, manufactures, and local business leaders about goods and services available in their community. Discuss available resources (e.g., raw materials, people to hire to work, money, and consumers) for the goods and services they produce. Make tables identifying what materials and resources are available locally, which resources must be shipped into the community, and who (e.g., children, adults, home builders, tourists) buys their products. Compare findings in Venn diagrams. • discuss relationships among wants and needs, production, consumption, and scarcity. Recognize how production of goods and services are impacted by consumer decisions (e.g., Why is it hard to find popular toys at the store during the holiday season?).

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read class lists and tables of local businesses and the products they produce. Analyze lists of products used by students and family members. Identify products produced locally or shipped into communities. List cost of products. Identify coins, bills, and combinations of coins and bills needed to make purchases. Practice making change from a dollar.	**Students will** • select goods (e.g., clothes, toys, cable television) or services (e.g., carpet cleaning, home delivery, medical care) and identify what local, regional, or state businesses are involved in producing (e.g., cars made in Kentucky; community buys parts from plants in other communities, and shipped across the state) those goods and services.	**Students will** • use pictures, graphic organizers, and print to create resource guides about goods and services they or their families consume. Include how often they use the products, where they buy the products, and how the product becomes available (e.g., manufactured locally, shipped into the community) to local consumers.	**Students will** • work with teacher and peers to edit and revise resource guides for publication. Use correct structure, patterns, appropriate sequencing, and organization to meet criteria for effective writing.
• write experience charts listing decisions that students make about money (e.g., spend/save money for desired products, opportunity costs to wait for sale, purchase generic or name brand products). Analyze the impact wages (e.g., allowance) have on their decisions. Describe how and why choices were made.	• develop survey questions (e.g., How many purchases do you make in five days? How do you get money to buy things? What do you buy?) for classmates on how they choose products (e.g., spend or save weekly allowance, spend portion of income on needs or save for wants). Chart findings to determine consumer patterns.	• analyze and chart techniques advertisers use to sell products to children. Describe any techniques that may be misleading. Use a variety of media and processes to prepare advertising campaigns to increase demand for one product used by students (e.g., clothing, dirt bikes). Analyze effects of advertisements on students' decisions to buy products.	• use effective writing criteria to write transactive pieces that describe what consumer characteristics (e.g., age, gender, social group) are targeted by advertisers. Analyze impact of advertisements on classmates. Publish articles in school or class newspaper.

Primary Level Social Studies
Economics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Marta is an advanced beginning English speaker, reader, and writer. Marta is paired with a proficient English speaking partner for the "I am a consumer" activity. Using pictures and concrete objects, Marta identifies products or goods used by her and her family on a daily basis. Marta works with a partner to label the pictures and objects (*Types of extensions: purpose, resources, participation, level of support, demonstration of knowledge*). Isabella, Franco, and Ricky are advanced beginning English speakers, readers, and writers. Using their native first language, they interview parents, family, and friends in their ethnic communities on reasons for coming to the United States, specific states, or geographic regions (e.g., pursue freedom to work and earn income, economic opportunities). Their teachers use the Cognitive Academic Language Approach (CALLA) to develop academic language skills (*Types of extensions: purpose and appropriateness, level of support).*	**Students will** **Social Studies** j) apply democratic principles in relationship with peers. k) identify contribution of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and self-discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Health Education** c) demonstrate confidence in ability to communicate. g) demonstrate use of monetary value in economic system. **English/Language Arts** a) express self clearly and effectively in oral and written form. b) process oral and written information as evidenced through listening and reading. **Mathematics** d) apply mathematical procedures to problem solving. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Economics **Independent Learning and Citizenship** • Intrapersonal Development • Interpersonal Development • Productive Thinking • Self-Directed Learning **Reading** • Making Sense Out of Print **Writing** • Purpose/Audience/Idea Development • Organization **Mathematics** • Problem solving • Communications connections • Number Concepts • Numerical Procedures **Arts and Humanities - Production** • Drama • Visual Arts ***Primary Performance Task Kit:*** **Springboard Tasks** • A Booming Business **Culminating Tasks** • Breakfast of Champions

NOTES

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.14, 1.12)** **Measurement (2.8, 2.10, 2.12)** **Fraction and Decimals (2.7, 2.8, 2.12)** **Elements of Dance (2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	How does local, regional, or state production and consumption of various goods and services affect me and my community?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** All *Program of Studies* Consumer Decisions bullets are included in this guiding question. **English/Language Arts** • make meaning from reading materials. • read and understand fiction and nonfiction • read a variety of materials. • make sense of reading materials. • employ sight word vocabulary. • use monitoring strategies. All *Program of Studies* Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. All *Program of Studies* Listening, Observing, and Speaking bullets are included in this guiding question. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • make change up to a dollar. **Arts and Humanities** • use elements of drama in dramatic works. • use a variety of art media and processes.	**Students will** • discuss how goods and services can be used to barter or trade for basic wants and needs. Identify when they bartered or traded personal items of value to obtain goods or services (e.g., swapped a favorite marble for a baseball card). • recognize money as goods used to buy other goods and services. Discuss ways people obtain monetary goods (e.g., wages, gifts, sale of products) to plan or budget (e.g., buying on sale, price reductions, used products) for wanted or needed products. Use play money to chart student income (e.g., gifts, allowance, money for doing household tasks) and cost of products they wish to purchase. Compare income versus cost and discuss how they could budget or save enough money to purchase the products. *Continued on page 84*

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use pictures and illustrations in context, word structure, and meaning cues to read stories, articles from children's magazines, product descriptions from catalogs, and classified ads for costs of goods and services. Identify items equal in value or cost to barter or trade for desired goods and services (e.g., mow friend's yard in exchange for $3, help friend clean room for guest pass to theater). Record findings in journals.	**Students will** • develop surveys to identify wants and needs of classmates (e.g., want bicycle, need haircut, need pencils). Create lists of goods and services produced locally that would meet student needs. Write examples of personal goods or services that students could trade to obtain goods and services provided in the community (e.g., walk neighbor's dog, clean out garage in exchange for neighbor's used bicycle).	**Students will** • use pictures, symbols, to print develop stories describing a time when bartering and trade was essential for satisfying wants and needs. List examples of goods and services commonly bartered (e.g., farm products for work). Use persuasive conversations to create trade agreements.	**Students will** • work with peers and teachers to edit and revise their stories. Use effective writing criteria. Read stories to class.
• collect pictures of products they would like to buy creating collages titled, "We Are Consumers." Estimate costs of items on collages, suggesting how monetary goods could be obtained to purchase selected items.	• work in pairs, one buyer and one seller, to practice buying goods and services. Use play money to purchase products and services listed on seller's card (e.g., cut pictures of goods and services from catalogs or magazines, fasten picture to index card, print name of product and cost of item on back of index card). Record total costs of goods and services purchased with allotted amounts of money.	• survey parents and family members creating lists of things consumed by adults and families. Chart findings to compare consumer needs of families.	• organize bazaar to raise money for classroom or school purchases (e.g., library books, games, art supplies). Estimate number and price (e.g., sell ten items at one dollar each) of products that must be sold to make enough money to purchase selected goods.

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.14, 1.12)** **Measurement (2.8, 2.10, 2.12)** **Fraction and Decimals (2.7, 2.8, 2.12)** **Elements of Dance (2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	*Continued from page 82* How does local, regional, or state production and consumption of various goods and services affect me and my community?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** All *Program of Studies* Consumer Decisions bullets are included in this guiding question. **English/Language Arts** • make meaning from reading materials. • read and understand fiction and nonfiction • read a variety of materials. • make sense of reading materials. • employ sight word vocabulary. • use monitoring strategies. All *Program of Studies* Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. All *Program of Studies* Listening, Observing, and Speaking bullets are included in this guiding question. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • make change up to a dollar. **Arts and Humanities** • use elements of drama in dermatic works. • use a variety of art media and processes.	**Students will** • explore production processes for community made products through interviews with business persons, tours of manufacturing sites, and viewing videotapes of product manufacturing. • invite business partners to class. Apply speaking-to-learn strategies (e.g., think-aloud questioning) and speaking-to-demonstrate-learning strategies (e.g., instructional conversations) to interview guests about their businesses. Ask questions (e.g., How did you decide which products to produce? How do you determine if your product is in demand? How does your product meet consumer wants and needs? How do you determine what the price of a product will be?) to collect information about conducting a business. Use findings to determine feasibility of sponsoring a school bazaar or economic fair. *Continued on page 86*

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read various resources to investigate how products used in their community are made.	**Students will** • draw pictures and diagrams illustrating how products were made. Display in classroom.	**Students will** • write newspaper articles, pamphlets, or brochures describing production process of locally made products.	**Students will** • design and write books with illustrations describing how local products are made.
• use information from variety of sources to identify local goods and services that are available to their schools. Compare student wants and needs to available goods and services. Chart findings. Work with teacher to brainstorm lists of goods and services that could be produced by students and sold at a school bazaar or economic fair. Prioritize items from most to least important through group consensus processes (e.g., pick top three, lowest three, straw votes).	• work with partners or small groups to design school bazaar or economic fair. Identify goods or products students would be willing to purchase. Create number lines to display suggested price ranges charged for products. Discuss impact of cost on classmates ability or willingness to purchase products. Determine median suggested cost for products. Practice using decimals to represent money. Practice skills needed to sell items (e.g., identifying coins and bills, making combinations of money to a given amount, identifying correct symbols for money, making change, comparing amounts of money).	• use audio or videotapes, posters, flyers, and school announcements to create advertisements for the school bazaar or economic fair. Include what products will be available for purchase.	• write learning journal entries describing students' estimated production costs, production decisions, and preparations for school bazaar or economic fair.

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.14, 1.12)** **Measurement (2.8, 2.10, 2.12)** **Fraction and Decimals (2.7, 2.8, 2.12)** **Elements of Dance (2.22 - 2.26)** **Processes and Media (1.13, 2.22 - 2.26)**	*Continued from page 84* How does local, regional, or state production and consumption of various goods and services affect me and my community?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** All *Program of Studies* Consumer Decisions bullets are included in this guiding question. **English/Language Arts** • make meaning from reading materials. • read and understand fiction and nonfiction • read a variety of materials. • make sense of reading materials. • employ sight word vocabulary. • use monitoring strategies. All *Program of Studies* Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. All *Program of Studies* Listening, Observing, and Speaking bullets are included in this guiding question. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • make change up to a dollar. **Arts and Humanities** • use elements of drama in dermatic works. • use a variety of art media and processes.	**Students will** • identify products or services purchased regularly by their families. Discuss where they purchase the products (e.g., travel out of town to purchase products at a discount store). Create tables listing which products are purchased in their community and which products are purchased in other communities. List reasons why people shop at home or in other communities (e.g., more choices, lower prices, availability of products in high demand).

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • discuss goods and services used by students at school (e.g., textbooks, food service, transportation). Identify local, regional, or statewide businesses that supply goods and services (e.g., locally owned wholesale food company, buses manufactured out of state). Develop news articles or editorials identifying types of businesses needed in community, region, or state to meet consumer needs.	**Students will** • use various art media and processes to create works of art representing products created in local communities (e.g., traditional crafts and folk art, manufactured car parts, processed foods).	**Students will** • analyze goods (e.g., textbooks, paper and pencils, classroom supplies from school store) and services (e.g., cafeteria, bus transportation) used at school. Predict what would happen if those goods and services were no longer available or supplied. Develop graphic organizers to illustrate how loss of goods and services at school would impact students and teachers.	**Students will** • create charts of school's most commonly used goods and services listing which products are available locally, regionally, or statewide. Conduct oral presentations to persuade local leaders to recruit businesses to meet community needs based on supply and demand data.

Primary Level Social Studies
Economics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Sam, Joanne, and John have advanced understanding of consumerism and supply and demand concepts. These students will work with the gifted and talented teacher to design, administer, and analyze a survey instrument for grocery and hardware stores in their community. The survey will ask retailers how they deal with unexpected demands or plan for possible disasters (e.g., If there is an impending heavy snowstorm, flood, hurricane, how are prices of goods impacted? Is it fair/legal to increase prices of essential survival goods?). The students will create and perform dialogues between retailers, salespersons, and customers to illustrate their findings (*Types of extensions: purpose and appropriateness, demonstration of knowledge, complexity, participation, motivation).*	**Students will** **Social Studies** j) apply democratic principles in relationship with peers. k) identify contribution of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Health Education** c) demonstrate confidence in ability to communicate. g) demonstrate use of monetary value in economic system. **English/Language Arts** a) express self clearly and effectively in oral and written form. b) process oral and written information as evidenced through listening and reading. **Mathematics** d) apply mathematical procedures to problem solving. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions*** ***Content Areas:*** **Social Studies** • Economics **Independent Learning and Citizenship** • Intrapersonal Development • Interpersonal Development • Productive Thinking • Self-Directed Learning **Arts and Humanities - Production** • Drama • Visual Arts **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print ***Primary Performance Task Kit:*** **Springboard Tasks** • A Booming Business **Culminating Tasks** • Breakfast of Champions

NOTES

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Measurement (2.8, 2.10, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)**	How do I manage my personal resources to make good economic and consumer decisions?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** • select planning and saving strategies for specific purposes. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • introduce and use decimals to represent money. • create, reproduce and extend patterns using manipulatives. • solve simple equations. • use function machines. • recognize, extend, and explain rules orally for a number pattern. • solve function machine tasks. • solve for unknowns and open sentences.	**Students will** • relate human capital and work defining money earned as income. List ways class could earn money individually or as a group. • read *What Is Money*. Discuss forms of money and value of money. Describe experiences when they have earned money or received money as a gift or to buy something. Chart findings on bar graphs to determine most common source of money among students. • identifying various goods (e.g., favorite foods, toys, clothing) and services (e.g., newspaper delivery, bookmobile, health services) used by themselves and their families. Categorizes products as goods or services. Calculate total number of products in each category to determine goods and services in highest demand. Create bar graphs. *Continued on page 92*

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read *A Very Good Day.* Answer questions to determine difference between income and gifts of money, how money can be earned, and how money was used to fill wants or needs.	**Students will** • identify school personnel (e.g., librarian, janitor, teacher, principal) and their jobs. Complete sentence, Mr/Ms.___? can__?__listing various duties of specific jobs. Chart findings comparing similar duties.	**Students will** • list jobs students can do. Describe job duties and income (e.g., three hours/week multiplied by $3/hour multiplied by ten weeks). Write advertisement for jobs describing the duties, required skills, and benefits.	**Students will** • present charts of student designed jobs comparing type of job to necessary experience or skills, income potential, and how jobs might benefit employers and employees.
• use play money to identify and name denominations of coins and paper money. Calculate (e.g., add, multiply) income earned and money received as gifts (e.g., child receives $5 on four special occasions: add 5+5+5+5=20 or multiply 5x4=20). Chart group findings.	• select pictures, photographs, sample display products, or catalogs to identify products (e.g., picture of new bicycle) to purchase at a certain price (e.g., marked $50). Use function machines and play money to calculate how many hours would have to be worked at $X per hour to purchase the selected goods or services.	• design community bank for students. Cash markers for play money, make deposits, withdrawals, and save money to plan for purchases to meet wants and needs.	• develop handbooks for banks illustrating denominations of money, financial vocabulary (e.g., savings and checking accounts, interest rates, tellers), and how banks operate. Create ads to market use of bank's services .
• identify coins and bills by value. Practice combining coins and bills to given amount. Identify correct symbols for money. Use receipts collected by teacher to estimate how much goods and services in their community might cost. Discuss how income can be earned or received (e.g., have job, get allowance to buy products and services to meet basic wants and needs).	• work with partners to develop questions (e.g., What products or services do you want to buy? Is the product or service to meet basic needs or something you want? How will you earn income to make the purchase?). Survey class. Chart findings to determine how many products or services are purchased to meet basic needs.	• identify jobs in their community that they would like to have. Describe the job and list duties. Use a variety of media and processes to create pictures illustrating what they produced at their job. Identify whether they produced goods or services.	• write advertisements recruiting people to work in jobs that produce goods or services. Identify how those particular goods or services benefit the community.

Primary Level Social Studies
Economics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Economics (2.18) **Consumer Decisions (2.30)** **Measurement (2.8, 2.10, 2.12)** **Fractions and Decimals (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 92* How do I manage my personal resources to make good economic and consumer decisions?	**Students will** **Social Studies** All *Program of Studies* Economics bullets are included in this guiding question. **Health Education** • select planning and saving strategies for specific purposes. **Mathematics** • identify coins. • identify coins and bills by value. • make combinations of coins and bills to given amount. • identify correct symbols for money. • expand use of coins and bills to give change. • introduce and use decimals to represent money. • create, reproduce and extend patterns using manipulatives. • solve simple equations. • use function machines. • recognize, extend, and explain rules orally for a number pattern. • solve function machine tasks. • solve for unknowns and open sentences.	**Students will** • discuss and define opportunity costs. Identify money decisions (e.g., what food item to buy, which pair of shoes to purchase) and opportunity costs (e.g., buy cheap car now or save money over time to buy more expensive car) made by people daily. Use graphic organizers to chart findings. • read *Oh What To Do*. Distinguish between planned and unplanned spending. Identify opportunity cost of spending decisions and how to use opportunity cost to evaluate spending decisions (e.g., planned spending requires trade-offs, time, consideration of opportunity costs; unplanned spending or impulse buying has opportunity cost and financial consequences).

Primary Level Social Studies
Economics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • create tables labeling columns to represent items for purchase, price of items, and coin combinations (e.g., pennies, nickels, dimes, quarters). Calculate number of coins needed in each column to purchase items (e.g., $.50 item takes ten pennies, one quarter, one dime, and one nickel). Select various items with different prices to practice combining coins into correct sums. Use manipulatives (e.g., tiles, teddy bear counters, number rods or beads) when appropriate.	**Students will** • work in pairs to develop experience charts identifying decisions students have made about money listing reasons for decisions to spend or save money. Create lists of trade-offs (e.g., give up free time to earn money for bicycle) or opportunity costs (e.g., If I buy candy and fast food, I won't have enough allowance to buy new shoes.).	**Students will** • poll parents about decisions to spend, save, or borrow money. Ask questions (e.g., Do you remember having to make spending decisions at my age? Did you have goals for money you earned? How do you plan to reach goals? Do you still have to make choices?) to collect data on adult consumer attitudes. Chart findings analyzing data to determine similarities and differences of adults and children's consumer habits.	**Students will** • present survey findings to class using graphic organizers to illustrate similarities/ differences of adults and children's consumer habits. Describe how advertisers use similar data to market products to targeted groups (e.g., use professional athletes to appeal to children, products to soothe or calm adults busy lifestyles).
• make lists of items to purchase at grocery store including price. Use mathematical procedures to calculate total cost of items, total cost of items in specific categories, and amount of money to spend. Prioritize items based on available money and total cost of items needed not wanted. Use play money to identify coins and bills needed to make purchases.	• work in cooperative groups to write experience charts listing decisions they have made about money. Select two things they would like to purchase. Write passages describing how they would make a decision between the two items. Discuss the opportunity costs of their decision.	• draw pictures or write short stories illustrating trips to store to make planned purchases.	• use pictures, audiotapes, and print to create short stories describing personal experiences when they earned or saved money to purchase something they wanted. Describe how they chose the product, how long it took to save for the product and how they felt when they could actually make the purchase.

Primary Level Social Studies
Economics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Susanne is astute at observation and identifies wants and needs through speaking, gesturing, and facial expressions. She is a beginning speaker working on developing targeted vocabulary and language skills. Susanne will work in a small group of children with language proficiency to view and observe a variety of newspapers, catalogs, and TV ads. The group will list the five products most preferred by the group based on advertising. Using pictures or objects representing the products, Susanne will hold up each product as it is named by a group member repeating the model word without assistance and completing the sentence, "I like ____ because _____." (e.g., "I like McDonalds because I get toys.") *(Types of extensions: purpose and appropriateness, resources and materials, participation, level of support, demonstration of knowledge, motivation).*	**Students will** **Social Studies** j) apply democratic principles in relationship with peers. k) identify contribution of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Health Education** c) demonstrate confidence in ability to communicate. d) apply mathematical procedures to problem solving. g) demonstrate use of monetary value in economic system. **Mathematics** d) apply mathematical procedures to problem solving. e) apply mathematical concepts including computation, measurement, estimation, geometry. f) collect, display, and interpret data. g) demonstrate use of monetary values in economic system. h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Economics **Independent Learning and Citizenship:** • Intrapersonal Development • Interpersonal Development • Productive Thinking • Self-Directed Learning **Mathematics** • Problem Solving • Communications/ Connections • Number Concepts • Numerical Procedures ***Primary Performance Task Kit:*** **Culminating Tasks** • Breakfast of Champions • Window Worries

NOTES

NOTES

CLICK TO RETURN TO THE MAIN MENU

Primary Level Social Studies
Government and Civics

Broad-Based Theme: Governance and Citizenship
Content Areas: Social Studies, Health Education, Physical Education
Supplemental Content Areas: English/Language Arts, Arts and Humanities (Drama), Mathematics

Unit Framework Overview:
In this unit framework, students investigate rules and laws that govern their behavior at home, in school, and in the community. Sample activities guide students though an inquiry process to explore

- rules that guide personal and group membership,
- rules that protect citizens and keep them safe,
- how citizens choose their leaders, and
- how chosen leaders make rules or laws for the good of the community, state, or nation.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of the unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content, they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teacher of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provide more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- What rules do we have at home, at school, and in our community?

- Why do we need rules and laws for living, working, and playing together?

- How can citizen participation in civic activities at the local, state, and national level influence government leaders to make rules and laws for the good of all people?

CLICK TO RETURN TO THE MAIN MENU

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Individual Well-Being (2.24)** **Personal Wellness (2.31)** **Community Resources (2.33)** **Lifetime Activity (2.35)** **Reading (1.2)** **Writing (1.11)** **Elements of Drama (2.22 - 2.26)**	What rules do we have at home, at school, and in our community?	**Students will** **Social Studies** • recognize and understand need for rules. • understand and apply rights and responsibilities in relation to community. • understand purpose of government and how citizen participation can affect government. • recognize roles individuals have in various groups. • understand how human needs are met through social groups and institutions. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • become aware of responsibility to oneself. • recognize concept of an individual's responsibility to others. • become aware of the role rules play in the effective functioning of groups. • become aware of conflict resolution and communication strategies. • identify and practice school safety rules. • identify and practice traffic safety rules. **Physical Education** • practice cooperation strategies. • demonstrate cooperation by following rules and practicing fair play. **English/Language Arts** • re-tell stories. • summarize main events in sequence by telling or drawing. • understand basic story structure. • identify story elements. • write for authentic purposes. **Arts and Humanities** All *Program of Studies* Elements of Drama, and Drama Historical and Cultural bullets included in this guiding question.	**Students will** • read Aesop's fable, *The Bundle of Sticks*. Identify groups with whom they work, play, cooperate, and share. Discuss rules that apply to each group. Create graphic organizers to compare community rules (e.g., traffic safety rules), individual rules (e.g., get to bed by 8:30 p.m.), group rules (e.g., share materials), family rules (e.g., eat meals together), and classroom or school rules (e.g., do not run in school building). • discuss how rules impact individual and group behaviors (e.g., no fighting, sharing, no hitting). Develop illustrated charts for classroom defining class rules. • compare stories, poems, and dramatic scripts (plays) from different cultures, periods, and styles. Identify characteristics (e.g., main characters, plots, settings) of each. Develop charts to compare genres. Discuss rules that could be used when groups work together to write scripts.

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will	**Students will**	**Students will**	**Students will**
• work cooperatively to develop bulletin boards. Use pictures and print to illustrate or describe family, school, community, and recreational situations. Label each activity and create lists of vocabulary words (e.g., stoplight, pedestrian) with definitions for new or challenging terms.	• work in pairs to discuss Rules Table from whole group session and bulletin board activities. Choose rules and develop skits showing family, school, community, or recreational activities where the rules apply. Share with class or videotape for school news program.	• read Aesop's fable, *The Bundle of Sticks*. Use print, pictures, audiotapes, or videotapes to develop parallel stories describing how people work together. Explain how using rules to guide behavior can be more effective or powerful than one person working alone. Use basic story structure (e.g., beginning, middle, end) and story elements (e.g., characters, setting, problem/solution, and plot).	• identify activities where help from friends or classmates would make work easier (e.g., cleaning bedroom, building clubhouse, washing dishes). Describe orally or in print how tasks could be accomplished through group cooperation. List rules used to guide roles and responsibilities of group.
• participate in dramatic reading of Aesop's fable, *The Bundle of Sticks*. Include elements of acting (e.g., diction, voice, expression, projection). Assign readers, narrators, and directors.	• rehearse story telling . Include important details and story elements. Practice word recognition, fluency, re-telling, and dramatic interpretation of story.	• consider message of *The Bundle of Sticks*. Read other fables and compare the messages or morals. List rules that applied to characters in each story.	• present skits of *The Bundle of Sticks* to class. Use elements of drama including plot, characters, visuals (e.g., props, costumes, makeup) and acting (e.g., voice, expression, diction projection).
• create scripts and dialogues based on one of Aesop's fables describing story's plot, characters, and main ideas.	• use peer review to edit and critique scripts. Provide oral and written feedback during writing workshops.	• use variety of media and processes to draw murals illustrating message or moral of fable.	• re-tell stories to illustrate plot, beginning, middle, end, important details, and problems and solutions.

Primary Level Social Studies
Government and Civics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Sean's fine and gross motor skills are at the competent level (KELP descriptors), while his communication, independent learning, and citizenship skills are at the beginning level (KELP descriptors). He is working on expressing his needs, responding to questions and initiating positive interaction with his peers, teacher, and family. He needs predictable routines and prior information about change and expectations. His teacher reviews his picture schedule, sequencing the activities of the day prior to each activity. She uses hand signals to indicate certain change patterns (e.g., palm out and up to indicate "move"). He needs additional time to move to the next activity. While working with a peer on their Rules Skit, Sean practices specific skills (e.g., turn-taking, negotiating, responding, respecting personal space). His peers provide positive feedback when Sean uses targeted behaviors (*Types of extensions: purpose and appropriateness, complexity, demonstration of knowledge, procedures and routines, level of support, time*).	**Students will** **Social Studies/ Health Education** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. j) apply democratic principles in relationships with peers. k) identify contributions of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and self-discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **English/Language Arts** a) express themselves clearly and effectively. b) process oral and written information through listening and reading. c) demonstrate confidence in their ability to communicate. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Governance **Independent Learning and Citizenship** • Intrapersonal Skills • Interpersonal Skills • Productive Thinking • Self-Directed Learning **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience/ Idea Development • Organization • Sentences/Language Choice • Correctness **Arts and Humanities - Production** • Drama ***Primary Performance Task Kit:*** **Springboard Tasks** • Problem Solver • Rules to Live By **Culminating Tasks** • Let's Play a Game • Reading Roundup • Who Is It?

NOTES

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Individual Well-Being (2.24)** **Personal Wellness (2.31)** **Community Resources (2.33)** **Lifetime Activity (2.35)** **Reading (1.2)** **Writing (1.11)** **Elements of Drama (2.22 - 2.26)**	Why do we need rules and laws for living, working, and playing together?	**Students will** **Social Studies** • recognize and understand need for rules. • apply rights and responsibilities in relation to community. • understand purpose of government and how citizen participation can affect government. • recognize roles individuals have in various groups. • understand how human needs are met through social groups and institutions. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • become aware of responsibility to oneself. • recognize concept of an individual's responsibility to others. • become aware of role rules play in effective groups. • become aware of conflict resolution and communication strategies. • identify and practice school safety rules. • identify and practice traffic safety rules. • define friendship. • explain ways to develop friendships. **Physical Education** • practice cooperation strategies. • describe concept of sportsmanship. • demonstrate cooperation by following rules and practicing fair play. **English/Language Arts** • read a variety of materials. • construct writing supported by details. **Arts and Humanities** All *Program of Studies* Processes and Media bullets are included in this guiding question. **Mathematics** • solve simple equations. • explain rules orally for a number pattern. • use function machines. • explore unknown and open sentences.	**Students will** • identify schools as places of work for principals, teachers, janitors, secretaries, and bus drivers. Describe rules and laws (e.g., no parking in handicap or bus zones, cannot bring pets to work, get to work on time) that apply to work environments. Compare rules of different work environments and identify reasons for differences. • identify community rules for recreation facilities (e.g., parks, pools). List rules by categories (e.g., no running, no walking on grass, no skateboards or bicycles on sidewalks). Discuss how rules are enforced in each situation and the effects of rules on people's behavior (e.g., no bike riding or skateboards on basketball court). • discuss algebraic rules (e.g., missing number equations). Explore how to use rules to solve math problems. *Continued on page 104*

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read lists of rules (e.g., traffic rules, student and employee handbook). Use text features (e.g., table of contents) to locate information. Discuss how communities, workplaces, and schools would function without rules. Compare student with employee (e.g., teachers, principal, janitor) rules. Use Venn diagrams to chart similarities and differences.	**Students will** • work with groups to prepare short skits or stories that contain sequences and details. Tell how life in their community would be different without laws or rules (e.g., no traffic laws existed, there were no laws to protect personal property, communities had no laws to protect public property). Chart findings to compare how different rules impact community life.	**Students will** • draw and label pictures illustrating home, classroom, and school rules. Sort rules into categories (e.g., rules for safety, rules for good health, rules to help them get along with others, rules for fairness) and list in tables.	**Students will** • use drawings, symbols, and letters to write short stories describing why rules should be enforced and how rules impact operation of the classroom or community. Read stories to class.
• use K-W-L chart to identify rules or laws that affect personal behaviors. Investigate why rules were created and how they can be changed. Discuss ways to communicate and avoid conflict over rules Write letters to local leaders or school principal requesting changes in certain community or school rules or laws.	• identify how a park in their community could meet the needs of children. Write letters to city government describing how areas should be developed, how areas could be used more wisely, and how children's playground would benefit the community. Create list of rules to provide children with safe, clean, well-kept playgrounds.	• use various media and processes to illustrate rules and laws that keep people safe (e.g., sign indicating no diving into pool), protect people's rights (e.g., no bicycles on nature trail), or maintain community relations (e.g., Keep our city beautiful - don't litter.).	• work in groups to create plans for new playgrounds. Make multimedia presentations to city or county officials. Discuss with officials which community rules or laws currently enforced would apply to new playground (e.g., no littering, no bicycles or skateboard on public basketball courts).
• investigate Fibonacci numbers and explore connections between these numbers an the golden ratio found in nature (e.g., pine cones, sunflower blossoms) and architecture.	• work with partners to make tables for number patterns. Write missing number equations. Work others' problems.	• create algebra booklets for peers. Include tables for function machines, number patterns, and missing equations.	• make tables showing number patterns. Write rules for each table.

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Individual Well-Being (2.24)** **Personal Wellness (2.31)** **Community Resources (2.33)** **Lifetime Activity (2.35)** **Writing (1.11)**	*Continued from page 102* Why do we need rules and laws for living, working, and playing together?	**Students will** **Social Studies** • recognize and understand need for rules. • apply rights and responsibilities in relation to community. • understand purpose of government and how citizen participation can affect government. • recognize roles individuals have in various groups. • understand how human needs are met through social groups and institutions. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • become aware of responsibility to oneself. • recognize concept of an individual's responsibility to others. • become aware of role rules play in effective groups. • become aware of conflict resolution and communication strategies. • identify and practice school and traffic safety rules. • define friendship. • explain ways to develop friendships. **Physical Education** • practice cooperation strategies. • describe concept of sportsmanship. • demonstrate cooperation by following rules and practicing fair play. **English/Language Arts** • read a variety of materials. • construct writing supported by details. **Arts and Humanities** All *Program of Studies* Elements of Drama bullets are included in this guiding question. **Mathematics** • solve simple equations. • explain rules orally for a number pattern. • use function machines. • explore unknown and open sentences.	**Students will** • answer questions (e.g., What is a group? In what groups do I belong or participate?) to identify groups (e.g., class in school, family, soccer team) in which students belong and share something in common. List characteristics of groups and identify group rules (e.g., family eats supper together, class sits together in cafeteria, soccer practice is required to play on team). Work cooperatively to develop diagrams illustrating group membership, group rules and roles, and responsibilities of members in various organized groups. • identify clubs to which parents and older siblings belong. Determine rules that apply to the clubs. Discuss why the are important. Identify various clubs (e.g., reading club, game club, drama club) students would be interested in forming. List clubs, choose one to join, and develop lists of students interested in becoming members. Independently, create lists of rules that would make club meetings more efficient and enjoyable.

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use pictures, graphic organizers, print, and text to describe group membership. Create rules list for new group members using print, oral presentations, and pictures with transcripts. Read rules list identifying new or unknown words for vocabulary and spelling practice.	**Students will** • invite coaches, parent volunteers, and physical education teachers to the classroom to discuss rules for various school and community activities. Survey guest speakers to identify how members cooperate and decide on team rules. Discuss how team membership can help develop friendships.	**Students will** • identify newspaper articles, videotape clips, and radio broadcasts that describe poor sportsmanship (e.g., athlete yells or insults referee, team members fight each other or other team). Develop process of negotiation or conflict-resolution strategies to prevent unsportsmanlike conduct. Share articles with class and present plans to solve problem.	**Students will** • create games for teams of four to six students. Identify characteristics (e.g., hard working, like to exercise, love mental challenges) of team members, roles (e.g., coach, referee, timekeeper) of team members, and rules that apply to team activities. Present games to class, inviting classmates to select group or team in which their interests or skills match characteristics and roles of team members.
• meet with teacher and other students interested in joining common club to set goals, identify club's rules, develop action plans for future meetings, and elect officers. Make charts describing rules, purpose, and goals of club.	• participate in club meetings. Observe effectiveness of rules. Determine consequences if rules are broken. Make plans for next meeting. Record thoughts about club meeting in journals. Discuss how club memberships can help develop friendships.	• identify purpose of each rule chosen for club. Determine its effectiveness based on observations of meetings. Identify rules that need to be changed and explain why. Identify rules that may be established between friends. Record ideas in journals.	• identify favorite games or activities. List rules that direct group members. Determine rules that may need to be changed and explain how it would affect groups' members and activities. Share ideas with class and receive feedback.

Primary Level Social Studies
Government and Civics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Benjamin and Jenna do not automatically retrieve word meanings, formulas, or create visual images. To help them remember words, Benjamin and Jenna will develop reference cards with diagrams matched to terms (e.g., red hexagon shape means CAUTION) and formula cards using pictures and words to convey meaning (e.g., rebus picture cards) *(Types of extensions: procedures and routines, resources and materials, complexity).* Hallie interacts well with peers and adults. She enjoys reading and creating imaginative stories. She is a leader among her friends. She is hard of hearing and uses visual cues to increase her understanding. She has some residual hearing and lipreading ability. The instructional assistant sits in front of Hallie and "mouths" oral presentations. In small groups, she is able to lipread most speech. Hallie requests assistance when needed (*Types of extensions: procedures and routines, level of support*).	**Students will** **Social Studies/ Health Education** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. j) apply democratic principles in relationships with peers. k) identify contributions of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and self-discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **English/Language Arts** a) express themselves clearly and effectively. b) process oral and written information through listening and reading. c) demonstrate confidence in their ability to communicate. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Governance **Independent Learning and Citizenship** • Intrapersonal Skills • Interpersonal Skills • Productive Thinking • Self-Directed Learning **Writing** • Purpose/Audience/Idea Development • Organization • Sentences/Language Choice • Correctness **Arts and Humanities - Production** • Drama ***Primary Performance Task Kit:*** **Springboard Tasks** • Problem Solver • Rules to Live By **Culminating Tasks** • Let's Play a Game • Reading Roundup

NOTES

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Consumer Resources (2.33)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)**	How can citizen participation in civic activities at the local, state, or national level influence government leaders to make rules and laws for the good of all people?	**Students will** **Social Studies** All *Program of Studies* Government and Civics bullets are included in this guiding question. • recognize roles individuals have in various groups. • understand how human needs are met. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • identify and describe community agencies and health and safety services • identify community guidelines that promote healthy environments. **Mathematics** • understand the relative magnitude of whole numbers from 0 - 10,000. • read, write, and count whole numbers 0 - 10,000. • order and compare numbers 0 - 10,000. • explore estimation procedures. • develop meaning of addition and subtraction using physical objects. • develop part-part-whole relationships using numbers. • explore factor-factor product using manipulatives. • solve simple equations. • determine length, weight, and volume with nonstandard units. • compare and measure length and weight of objects. • compare and order by size. • compare and measure with nonstandard and standard units.	**Students will** • identify and discuss rules students follow at home, school, and in the community. List rules by category (e.g., school rules, home rules, community rules) on chart paper. Research history of rules to determine what person or group (e.g., family meeting, school council, city council, state or national legislature) proposed specific rules to guide behavior. Discuss who voted for the rules. Poll class to identify which students agree with the rules and which do not. Post results of poll on chart. • discuss responsibilities of citizens in a free country to make decisions solving local, state, and national problems through election of public officials. Identify one problem in their classroom and consider possible solutions. Conduct class election to choose classroom leaders. Develop solutions or rules to fit class needs. *Continued on page 110*

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read books, listen to audiotapes, and view videotapes representing groups of people gathered together to discuss rules and laws (e.g., forefathers writing constitution, videotape of city council meetings discussing skateboard policies for their community). Discuss opinions and rationale for making new rules.	**Students will** • use research tools, historical accounts, oral histories, and reference books to gather information and data on rules (e.g., election of public officials, abolish slavery, environmental laws, rules protecting rights and safety of minority groups) affecting social, cultural, and economic systems. Compare impact of rules and laws on citizens from local, state, and national perspective.	**Students will** • investigate ways that community or state government might be different from school or student government (e.g., responsibilities, salary, scope). Compare findings in Venn diagrams.	**Students will** • identify problems or issues related to school activities. Design proposals for rules or laws to guide student behavior. Present rules or laws to class for vote.
• read newspaper articles. Share observations of community, state, or national rules and citizen behavior (e.g., dogs running loose in community, no money to pay for police or fire services, discrimination of minority groups). Identify local, state, or national issues. Write passages, draw pictures, and/or use oral descriptions to editorialize personal opinions and positions on identified issues.	• use a variety of media and processes to create election campaigns for class officers highlighting candidates' position on school issues. Develop flyers, posters, or short videotaped ads supporting chosen candidates.	• write paragraphs to support ideas, opinions, or positions of one school candidate. Publish in school newspaper.	• participate in teacher/ student conference to discuss, edit, and revise transactive writing. Use criteria for effective writing.

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Consumer Resources (2.33)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 108* How can citizen participation in civic activities at the local, state, or national level influence government leaders to make rules and laws for the good of all people?	**Students will** **Social Studies** All *Program of Studies* Government and Civics bullets are included in this guiding question. • recognize roles individuals have in various groups. • understand how human needs are met. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • identify and describe community agencies and health and safety services • identify community guidelines that promote healthy environments. **Mathematics** • understand the relative magnitude of whole numbers from 0 - 10,000. • read, write, and count whole numbers 0 - 10,000. • order and compare numbers 0 - 10,000. • explore estimation procedures. • develop meaning of addition and subtraction using physical objects. • develop part-part-whole relationships using numbers. • explore factor-factor product using manipulatives. • solve simple equations. • determine length, weight, and volume with nonstandard units. • compare and measure length and weight of objects. • compare and order by size. • compare and measure with nonstandard and standard units.	**Students will** • identify environmental issues (e.g., garbage collection, landfills, strip mining) specific to their school, community, and/or state. Examine community guidelines designed to protect the environment. Discuss how school, local, or state governments pass rules or laws to protect the environment (e.g., pay deposit on aluminum cans, fines for littering, pay to take garbage to landfill). Create table listing school, local, and state environmental laws in separate columns. Investigate community services (e.g., garbage collection, health department, sewage treatment plant) that support and enforce state environmental protection laws. Compare biodegradable (e.g., paper, food scraps) and nonbiodegradable (e.g., metal, plastic) materials. Identify raw materials or resources needed to produce each material. Identify recyclable materials and products. Make lists of nonbiodegradable products and suggest ways to dispose of them (e.g., recycle glass and plastic bottles, aluminum cans, paper products). *Continued on page 112*

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • collect milk cartons left by class after each meal in cafeteria. Estimate number of milk cartons that fit into one standard-size shoebox. Test predictions by filling shoebox with milk cartons. Count total number of milk cartons that fit in one shoebox. Work with teacher to write an equation (e.g., One shoebox holds fifteen milk cartons. Forty-five milk cartons were collected. How many shoeboxes will it take to hold forty-five milk cartons.). Conference with teacher and partners to determine how many milk cartons it will take to fill four, five, or six shoeboxes.	**Students will** • investigate number of milk cartons that fit into shoebox if milk cartons are flattened. Use math manipulatives (e.g., teddy bear counters, hundreds chart, number rods) to calculate (e.g., add, subtract, multiply) total number of milk cartons collected for class over one week, one month, and one year. Calculate total number of shoeboxes needed to store or dispose of milk cartons for each time period. Collect milk cartons for one week to test calculations on actual number of shoeboxes required. Chart findings on graphic organizers to illustrate problems and answers.	**Students will** • measure height, width, and length of milk cartons using standard and nonstandard units. Determine volume of a carton. Determine number of cartons the cafeteria manager should order each month if every student in the school drinks one carton daily. Determine cost of milk for one month.	**Students will** • present graphs, charts, and picture representations that illustrate how garbage is stored (e.g., trash bins, dumps, landfills). Describe impact of sorting nonbiodegradable products and materials. Use milk carton problem as an example.

Primary Level Social Studies
Government and Civics

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Government and Civics (2.14, 2.15) **Culture and Society (2.16, 2.17)** **Consumer Resources (2.33)** **Numbers, Integers, and Place Value (2.7, 2.8, 2.12)** **Number Computation (2.7, 2.8, 2.12)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 114* How can citizen participation in civic activities at the local, state, or national level influence government leaders to make rules and laws for the good of all people?	**Students will** **Social Studies** All *Program of Studies* Government and Civics bullets are included in this guiding question. • recognize roles individuals have in various groups. • understand how human needs are met. • examine concepts of stereotyping, prejudice, and discrimination. **Health Education** • identify and describe community agencies and health and safety services • identify community guidelines that promote healthy environments. **Mathematics** • understand the relative magnitude of whole numbers from 0 - 10,000. • read, write, and count whole numbers 0 - 10,000. • order and compare numbers 0 - 10,000. • explore estimation procedures. • develop meaning of addition and subtraction using physical objects. • develop part-part-whole relationships using numbers. • explore factor-factor product using manipulatives. • solve simple equations. • determine length, weight, and volume with nonstandard units. • compare and measure length and weight of objects. • compare and order by size. • compare and measure with nonstandard and standard units.	**Students will** • discuss ways to recycle items that come in recyclable packages (not turned into garbage) or packages made of materials that have already been recycled. List materials, packages, and products in charts. Take field trip to local stores. Check package labels of products commonly used by students and their families to identify products and type of packaging. Compare findings to list of products and package materials students predicted to be recyclable. Chart data in Venn diagrams.

Primary Level Social Studies
Government and Civics

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • collect a variety of product packages (e.g., bottles, bags, boxes). Determine if materials are recyclable. Discuss how toymakers use expensive packaging (e.g., beautiful, big, colorful box and plastic liners for inexpensive or unimaginative toy) to enhance toy sales. Work with teacher to write letters to toymakers lobbying for environmentally safe packaging. Include graphic organizers and pictures in letters.	**Students will** • investigate waste in toy packaging. Place toy package materials end to end across room. Use toys taken from packages and line them up end to end to make a line equal to that of the packaging. Compare how many toys and how many packages it took to make two lines of equal length. Chart findings. Discuss ways to reduce packaging waste.	**Students will** • investigate how volume of various discarded products impacts need and size of garbage collection areas (e.g., landfills). Collect five supermarket bags filling each with one pound of different objects (e.g., rice, counters, wads of paper, stones, fabric). Order the bags by volume. List various items thrown away over one week and one month, estimating which items would occupy the most space in landfills. Suggest substitutes for items that are discarded often. Record ideas in science journals.	**Students will** • create lists of common objects, products, goods, or packages used at home. Develop tables to list which items are recyclable. Identify how items are recycled (e.g., newspaper collections; recycling businesses that take cans, bottles, plastic containers; used clothing stores) locally. Present findings to class.

Primary Level Social Studies
Government and Civics

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
A cluster of students who learns concepts rapidly and need extended opportunities to apply problem solving and critical thinking skills will design a community of the future simulating social issues and cultural and economic influences on the behavior of citizens (e.g., shortage of food, unequal distribution of wealth). They will create rules and laws to govern the community. Consideration will be given to group rules versus individual rights. Students will discuss impact of rules and laws on the community *(Types of extensions: purpose and appropriateness, complexity, motivation, magnitude, time, demonstration of knowledge, level of support).* Susan, Jane, and Lucas demonstrate the high level of concern for right and wrong and fair and unfair typical of the intellectually gifted. These students will develop a "there ought to be a law" list of acts or conditions they consider wrong or unfair. However, they are unsure or unaware if there are laws prohibiting those behaviors (e.g., leaving garbage in your yard, carving your name on trees). They will meet with the gifted and talented teacher to investigate different kinds of laws and interview various adults. They will chart their opinions and knowledge about laws and then meet with an attorney to validate, correct, or clarify their ideas. If there is no law and the group feels there should be one, they may wish to extend their involvement by learning how to develop and pass new laws *(Types of extensions: purpose and appropriateness, complexity, motivation, environment, level of support, resources and materials, demonstration of knowledge).*	**Students will** **Social Studies/ Health Education** h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. j) apply democratic principles in relationships with peers. k) identify contributions of diverse individuals, groups, and cultures. l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others. n) display self-control and self-discipline. p) participate in group activities cooperatively. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Mathematics** d) applies mathematical procedures to problem solving. e) applies mathematical concepts including computation, measurement, estimation, and geometry. f) collect, display, and interpret data. h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Governance • Social Systems and Diversity **Independent Learning and Citizenship** • Intrapersonal Skills • Interpersonal Skills • Productive Thinking • Self-Directed Learning **Mathematics** • Problem Solving (Problem Complexity, Strategies) • Communications/ Connections • Number Concepts • Special Concepts (Measurement) ***Primary Performance Task Kit:*** **Springboard Tasks** • Problem Solver • Rules to Live By • Water, Water Everywhere **Culminating Tasks** • Reading Roundup

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Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Broad-Based Theme: Historical Change Over Time
Content Area: Social Studies
Supplemental Content Areas: English/Language Arts, Arts and Humanities (Visual Arts, Music, Dance, Drama), Health Education, Science, Mathematics

Unit Framework Overview:
In this unit framework, students investigate past and present events, geography, social systems, and diversity through an inquiry process to help them discover

- how their community has changed from the past to the present;
- how historical data can be used to predict future events in their community;
- how geographic tools can be used to understand the impact of people's interactions with the environment; and
- how to use scientific investigations to compare the interactions of people and their environment throughout Kentucky.

Pages of the unit frameworks are arranged in pairs. On the left page of each pair are guiding questions with related academic expectations and correlations to the *Program of Studies*. Unit frameworks are organized around guiding questions that direct teachers' choices of activities. Students should be able to answer these questions by the end of each unit framework.

Sample activities for each instructional setting (e.g., whole group, flexible groups, learning centers, independent work) are listed in columns. Activities are aligned horizontally to demonstrate how instruction moves from guided or facilitated learning to independent learning and self-reflection by students. Sample activities are varied to support students' individual learning styles and interests. Students work in appropriate large and small cooperative groups and as independent learners. While sample activities address *Program of Studies* content they are not intended to be comprehensive. Some content bullets included in the unit frameworks designate skills and processes that should be taught throughout the primary program (e.g., mathematical procedures and computations) but are not repeated in every framework. (See the *Curriculum and Evaluation Standards for School Mathematics Addenda Series*, National Council of Teachers of Mathematics, for additional activities in mathematics. The *National Science Education Standards* provide more details and explanations regarding scientific inquiry, conceptual understandings, and applications/connections.) Teachers are responsible for planning instruction that includes appropriate extensions for unit framework activities to address the interests, needs, and abilities of all students including gifted and talented, children with disabilities, and those with limited English proficiency.

Guiding Questions:
- In what ways has my community changed from the past to the present?

- How do geographic tools help me to understand my community and the effect of people's interactions with their environment?

- How can I use scientific investigations to describe and compare regional conditions, landscapes, and people's interactions with their environments throughout Kentucky?

- How do the arts reflect the history and culture of my community, region, and state?

CLICK TO RETURN TO THE MAIN MENU

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Historical Perspective (2.20) **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)** **Elements of Music (2.22, 2.26)**	In what ways has my community changed from the past to the present?	**Students will** **Social Studies** All *Program of Studies* Historical Perspective bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • recognize how science helps to understand populations. **English/Language Arts** All *Program of Studies* Meaning of Text, Vocabulary, Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. • apply listening, speaking, and observing skills. • present information using appropriate delivery techniques. • pose questions • identify research tools. • use appropriate research tools to collect, analyze, and synthesize information. **Arts and Humanities** All *Program of Studies* Elements of Art and Principles of Design bullets are included in this guiding question. • demonstrate awareness of and recognize the elements of music.	**Students will** • look at pictures of buildings and houses built when their grandparents or great grandparents were children and their own houses. Write three things that are the same and three things that are different. Compare similarities and differences in Venn diagrams. • investigate community changes over time using pictures to tell stories, oral and print stories, speakers, and field trips. Discuss cause-and-effect data of local, state, or national events (e.g., floods, beginning of rail transportation) that may have changed their community. Record findings and predict future events or changes based on their findings. • write letters to members of local historical societies, people who have lived in the community over time (e.g., 10, 25, 50 years), city planners, developers, and government officials asking them to describe actual historical events and local recollections of their community's history. Use principles of directionality to arrange pictures and text describing chronological sequence of community's history. *Continued on page 120*

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • participate in mini-lessons to develop writing skills involving correctness (e.g., beginning and ending sounds, spelling, punctuation, grammar, capitalization) and organization (e.g., form sentences, paragraphs, and use transition and organizational signals). Use skills to develop words, sentences, or paragraphs to describe buildings in their community.	**Students will** • analyze past and present news pictures, photographs, and paintings to compare what communities looked like, the clothing people wore, and the jobs people had. Describe what things they might have liked about the past and things they like in the present.	**Students will** • research elements and principles of design. Observe community structures and construct models. Write articles to describe community structures and how they change over time. Use tools (e.g., dictionary, thesaurus, writing resource book, and technology) to edit writing.	**Students will** • work with teachers and peers to edit and revise sentences and paragraphs. Use effective writing criteria. Reflect on themselves as writers in their journals.
• label pictures and drawings to describe the events. Use combinations of symbols, letters, and words to convey meaning and write sentences to tell stories about the events.	• develop time lines of personal, school, and community events representing activities over an extended period of time (one to five years). Compare to time lines representing state and national events. Discuss cause-and-effect of events, coincidental events, or unrelated events that affected their lives and community.	• contact local, state, and national historians to gather information about historical events in various communities. Create museum exhibits.	• construct dioramas accurately depicting events, dates, and facts, about their community. Conduct guided tours of the exhibit . Include songs, poems, and passages that explain local historical events.
• use pictures, symbols, and letters to create stories and correspondences that include beginning, middle, and end or introduction, body, and conclusion to describe present day life in their community.	• use books, newspaper articles, almanacs, journals, and documentaries to investigate local history and folklore. Use graphic organizers to describe and illustrate use of facts, fictional accounts, and opinions. Define cause-and-effect of specific historic events or activities (e.g., how the Chicago fire was started by Mrs. O'Leary's cow).	• create personal scrapbooks placing snapshots, illustrations, and mementos representing personal milestones that occurred during same period of time as local, state, or national historic events.	• create stories (e.g., drawings, symbols, letters, oral representations) about the history of family members. Present to class.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Historical Perspective (2.20) **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Process and Media (1.13, 2.22, 2.26)** **Elements of Music (2.22, 2.26)**	*Continued from page 118* In what ways has my community changed from the past to the present?	**Students will** **Social Studies** All *Program of Studies* Historical Perspective bullets are included in this guiding question. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • recognize how science helps to understand populations. **English/Language Arts** All *Program of Studies* Meaning of Text, Vocabulary, Idea Development, Structural Patterns, Sequencing, Organization, Correctness, and Responses bullets are included in this guiding question. • apply listening, speaking, and observing skills. • present information using appropriate delivery techniques. • pose questions. • identify research tools. • use appropriate research tools to collect, analyze, and synthesize information. **Arts and Humanities** All *Program of Studies* Elements of Art and Principles of Design bullets are included in this guiding question. • demonstrate awareness of and recognize the elements of music.	**Students will** • identify and examine historical symbols, slogans, and jingles that describe characteristics of historic people or events (e.g., George Washington, "I cannot tell a lie.", Get Right With Ike). Create symbols, slogans, songs, and poems to represent current leaders and events in their community. Use correct terminology, notation, and symbols when writing songs. Analyze the elements of music in their songs.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use variety of written materials (e.g., stories, poems, jingles) that describe historic events or people to develop vocabulary strategies (e.g., auditory and visual, sight words, and word identification) and make sense of text.	**Students will** • conduct interviews to investigate how fact, fiction, and public opinion shaped present and future events.	**Students will** • research history of their school. Use information to create scripts, rhymes, poems, slogans, and stories that characterize school's past, present, and future. Describe chronological sequence of events and support with historical facts and details. Work with peers and teachers to edit writing.	**Students will** • create news articles or broadcasts using details, explanations, and examples. Include significant historic events or people in their community.

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Larry needs experiences and opportunities to participate in activities that encourage his ability and interest in scientific investigation. The gifted and talented specialist will contact a mentor from the local historical society. Larry will research local history and construct a historical time line for the community, illustrated by pictures, folk art, and local artifacts. Larry and his mentor will consider historical data and hypothesize cause-and-effect relationships of events. They will analyze available data to determine accuracy of their predictions. Larry will present his findings to the class and the historical society *(Types of extensions: purpose and appropriateness, complexity, magnitude, level of support, environment, demonstration of knowledge, resources and materials, motivation).* Regena works with a team of peers to develop questions for their interviews. She uses assistive technology to communicate. Her communication device is preprogrammed with the questions for the interview. During the interview, she depresses a sequence of keys on her communication device to interview a community figure regarding the oldest buildings in her community. Regena will work with a partner to collect pictures of old and new buildings. They will paste the pictures on construction paper to make collages *(Types of extensions: procedures and routines, resources and materials, demonstration of knowledge, level of support, participation).* Maria records her presentation to the class on the history of her family members and then listens to the recording to check her English language production. She uses a self-assessment guide constructed to evaluate the English language structures on which she is working *(Types of extensions: purpose and appropriateness, demonstration of knowledge, participation).*	**Students will** **Social Studies** p) participate in group activities cooperatively. j) apply democratic principles in relationships with peers. k) identify contributions of diverse individuals, groups, and cultures. **English/Language Arts** a) express self clearly and effectively in oral and written form. b) process oral and written information evidenced through listening and reading. c) demonstrate confidence in ability to communicate. d) access appropriate resources for learning in school, at home, and in the community. **Science** f) collect, display, and interpret data. g) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. q) choose appropriate processes and strategies to solve given problems r) apply previously learned knowledge and concepts to new situations. **Arts and Humanities** i) creatively express ideas and feelings.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Past and Present • Social Systems and Diversity • Geography **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** All components of Writing Learning Descriptions. **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Arts and Humanities** • Analysis and Appreciation, Production • Visual Arts • Music ***Primary Performance Task Kit:*** **Springboard Tasks** • Musical Characters • Name That City • Fabric of Our Lives **Culminating Tasks** • Our Kentucky Home • Pictures and Stories Working Together • Reading Roundup • Tell Me More

NOTES

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Geography (2.19) **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Technology as Communication (1.16)**	How do geographic tools help me understand my community and the effect of people's interactions with their environment?	**Students will** **Social Studies** • use tools to understand their surroundings. • visualize where things are located. • recognize characteristics of places and regions. • recognize people use environment to meet basic needs. • recognize factors in human movement and settlement. **English/Language Arts** • read a variety of materials. • write transactive materials. • engage in communication. • practice verbal behaviors. • apply nonverbal techniques. • present information. • use technology to access ideas and information. • use technology as a means to communicate. • identify organizational patterns of transactive materials. • use text structure to interpret print and nonprint materials. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • recognize how science helps to understand populations.	**Students will** • observe pictorial, political, or realistic maps of community, region, and state. Identify cities and their locations. Describe routes (e.g., roads, directional vocabulary: east, west, and highways) that will take them to those cities. Use various resources to investigate population, industry, places of interest, and resources of cities. Develop pictorial representations of findings. • develop pen pal relationships for exchange of information about regions and communities in Kentucky. Chart similarities and differences in Venn diagrams, graphs, and comparison charts. *Continued on page 126*

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • create large scale maps of their community. Apply themes of geography (e.g., and movement, location, place, relationships with places,) that describe the environmental and social characteristics of their community.	**Students will** • use think-pair-share process in small groups to gather and compare information about regions of Kentucky. Create presentations that examine interactions among people and their environments on movement, and settlement of different regions of Kentucky. Use appropriate delivery techniques during presentations. Apply appropriate verbal behaviors and nonverbal techniques to enhance communication.	**Students will** • use graphic organizers and art materials to create representations of other communities. Write comparative pieces on similarities and differences of interactions between people and environments (e.g., farming community, mining town).	**Students will** • create maps of their region and community with clear, complete legends. Make oral presentations of information reported on maps.
• use K-W-L charts as an organizational tool to investigate Kentucky's regions. Use research sources (e.g., newspapers, Internet, travel brochures) to gather information about regional environments. Read and discuss elements of nonfiction and fictional stories, poems, passages, and recollections of regional cultures and events by Kentucky authors. Identify local environments' effect on regional social, cultural, and economic development.	• work individually and in small groups to make salt maps of Kentucky's regions. Include rivers and other geographical formations. Design legends. Create charts describing how the settlement and development of regions were affected by the environment and how people used the environment to meet their needs.	• research written accounts of changes in people's lives as a result of environmental changes (e.g., coal mines closed, tourism industry near lakes, mountains, and local arts and crafts).	• devise graphic organizers labeling themes (e.g., location, place, relationships with place, movement, and regions) of geography. Present oral and written summaries of the unique qualities of their region compared to other regions of the state.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Geography (2.19) **Reading (1.2)** **Writing (1.11)** **Speaking/ Listening/ Observing (1.3, 1.4, 1.12)** **Inquiry (1.1)** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Technology as Communication (1.16)**	*Continued from page 124* How do geographic tools help me understand my community and the effect of people's interactions with the environment?	**Students will** **Social Studies** • use tools to understand their surroundings. • visualize where things are located. • recognize characteristics of places and regions. • recognize people use environment to meet basic needs. • recognize factors in human movement and settlement. **English/Language Arts** • read a variety of materials. • write transactive materials. • engage in communication. • practice verbal behaviors. • apply nonverbal techniques. • present information. • use technology to access ideas and information. • use technology as a means to communicate. • identify organizational patterns of transactive materials. • use text structure to interpret print and nonprint materials. **Science** All *Program of Studies* Scientific Inquiry bullets are included in this guiding question. • recognize how science helps to understand populations. • organism's patterns of behavior are related to environments. • behavior is influenced by stimuli. • all animals depend on plants.	**Students will** • gather information about Kentucky's regions from a variety of sources. Develop methods to organize the information in brochures detailing the location, regional characteristics, and landmarks or historical sites that would appeal to tourists. Investigate organisms found in each region. Examine how organisms' behaviors are related to their environment. Discuss why some organisms are found only in certain environments.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • examine various brochures, identifying text features and organizational patterns that clearly define and communicate brochures' purpose and message.	**Students will:** • create brochures with illustrations to describe geographic features, location, unique characteristics, wildlife, plants, and highlights of regions that were researched.	**Students will** • edit and revise brochures to ensure effective idea development, organization, correctness of writing, and accuracy of historical and current facts.	**Students will** • work with partners to present guided tours of selected regions. Use oral and written communications, audio and videotapes, and brochures to plan tours of selected regions in Kentucky.

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for the Successful Completion of the Primary Program	Resources
Alice and Donald need more time and concrete materials to complete activities. Prior to the whole class activity using geographic tools, Alice and Donald will explore topographic maps with concrete examples of terrain (e.g., sandy, hilly, forests) using map keys. Alice and Donald will locate similar regions on United States map. Both children will be given individual instruction on process and procedures for map reading and their use. The direct instruction and practice will build self-confidence and develop leadership skills *(Types of extensions: time, pace, level of support, participation).* Christina and Austin enjoy choosing their own books to read, including picture books, and have strong interests in science. They are emerging writers with many ideas; however, they do not use efficient planning strategies to develop ideas and organize their thoughts. The teacher models how to use storyboarding as a pre-writing strategy. Christina and Austin use storyboards in the writing center to conceptualize, organize, and plan their writing. The storyboard provides them with a visual picture of their thoughts. After completing their storyboard, they conference with peers. After reviewing and revising their storyboard, they conference with the teacher *(Types of extensions: procedures and routines, resources and materials, level of support, participation, motivation).* Jessica is a Braille reader. She creates raised-line maps using hot glue, yarn, or a tactile image enhancer to outline different regions. She uses a variety of objects and/or textures to symbolize distinct cultural traits of each region. She will need extra time. She develops a key to explain what the symbols mean (*Types of extensions: purpose and appropriateness, time, resources and materials*).	**Students will** **Social Studies** p) participate in group activities cooperatively. j) apply democratic principles in relationships with peers. k) identify contributions of diverse individuals, groups, and cultures. **English/Language Arts** a) express themselves clearly and effectively in oral and written form. b) process oral and written information evidenced through listening and reading. c) demonstrate confidence in ability to communicate d) access appropriate resources for learning in school, at home, and in the community. **Science** f) collect, display, and interpret data. g) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Technology** o) choose appropriate resources for learning in school, at home, and in the community.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Social Systems and Diversity • Past and Present • Geography **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print **Writing** • Purpose/Audience • Idea Development • Organization • Correctness **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity ***Primary Performance Task Kit:*** **Springboard Tasks** • Name That City • Touching Our State **Culminating Tasks** • Map Mania • Our Kentucky Home • Pictures and Stories Working Together • That's My Life

NOTES

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Geography 2.19 **Government and Civics 2.14, 2.15** **Culture and Society 2.16, 2.17** **Scientific Ways of Thinking and Working, Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.1 - 2.6)** **Individual Well-Being 2.29** **Community Resources 2.33**	How can I use scientific investigations to describe and compare regional conditions, landscapes, and people's interactions with their environments throughout Kentucky?	**Students will** **Social Studies** All *Program of Studies* Geography bullets are included in this guiding questions. • recognize and understand need for rules. • understand and apply rights and responsibilities to the community. • understand government and how participation can affect government. • recognize roles in various groups. • understand how needs are met through social groups and institutions. **Science** All *Program of Studies* Scientific Inquiry and Organisms and their Environment bullets are included in this guiding question. • behavior is influenced by stimuli. All *Program of Studies* Applications/Connections bullets are included in this guiding question. **Health Education** • become aware of responsibilities to oneself. • recognize concept of responsibility to others. • demonstrate responsibility to oneself and others • become aware of conflict resolution and communication strategies. • become aware of community agencies. • identify community guidelines that promote healthy environments. • describe community activities that promote healthy environments.	**Students will** • develop processes to collect data about their local community's geography, landscapes, and environmental conditions (e.g., mountains, forests, roads, minerals climate). Organize findings on charts. Investigate how environmental conditions affect organisms living in those environments. • collect data about regional and community efforts to preserve land and clean air and water from over population and unplanned development. Post findings on comparison charts and create Venn diagrams. Identify community agencies and resources responsible for environmental planning and protection. • analyze, evaluate, and summarize data about regions of Kentucky. Select three desirable regions based on geographic and environmental conditions and quality of interactions between people and their environment (e.g., parks lakes, natural resources available for manufacturing).

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • use research tools (e.g., Internet, Web sites, newspapers, journals, textbooks, encyclopedias) to investigate various regions in Kentucky. Use data to develop comparison charts on regional conditions, landscapes, and environments.	**Students will** • develop three to five research questions (e.g., In what regions could coal be mined? What geographic land forms would support farming?) for class to investigate. Draw conclusions about environmental, social, and economic development of various regions.	**Students will** • collect samples or pictures of regional rocks, soil, leaves, flowers, and insects, identifying each sample. Describe regional environment that supports specific plant and wildlife. Investigate how behaviors of organisms help them survive. Create murals or collages of environments and the organisms found there.	**Students will** • prepare regional discovery boxes with samples of plants and wildlife or scrapbooks describing their region to exchange with pen pals from other regions.
• read newspapers to collect, classify, and display pictures, articles, and editorials that identify environmental problems in regions of Kentucky. Identify areas (e.g., forests, waterways, historical buildings) in Kentucky that are protected from development by law. Summarize laws that provide protection. Identify agencies involved in environmental protection and write letters to government officials stating why laws should be supported or repealed.	• choose regions of Kentucky and gather information about environmental issues (e.g., strip mining) in that region. Investigate community activities (e.g., recycling) that protect the community's environment. Discuss individual responsibility for keeping community clean. Participate in school or community clean-up days.	• work in small groups to create scrapbooks or bulletin boards illustrating and describing three different regions in Kentucky.	• form opinions on topics (e.g., developers want to build a road through land used as a park by school children) concerning environmental issues, and growth of their community. Participate in debates using information collected to support a position.
• use state maps to plan trips to three regions in Kentucky. Calculate distance to the areas in miles. Estimate travel time to complete round trips from their community.	• write narrative pieces describing the most desirable characteristics of their region. Develop advertising campaigns to draw visitors.	• investigate effects (e.g., environmental, economic) of local tourist attractions on their community. Develop diagrams showing connections between tourism and community environment, growth, and development.	• present oral reports supported by data that describe quality of local or regional environments and how growth and development have affected the balance of nature.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Elaine, Richard, and Jose are active in academic activities (e.g., researching, reading for information, critical thinking and problem solving). These students will design questions and interview community leaders to identify current situations and needed developments for their communities. These students will work with the gifted and talented specialist to learn and apply the steps of the Future Problem Solving model to a selected community problem *(Types of extensions: time, pace, level of support, participation).* Arlinda understands spoken English but has difficulty with print media. She comes from Kosovo. Her new home is in Kentucky. Working with a cross-age tutor, Arlinda learns the vocabulary required to explore the geography, landscape, and people and their environment. Arlinda will use multimedia to create a brochure that describes the similarities and differences between the geography, landscape, and people of Kentucky and Kosovo. She will share it with her family and friends still living in Kosovo *(Types of extensions: purpose, complexity, demonstration of knowledge, level of support, motivation).*	**Students will** **Social Studies** j) apply democratic principles in relationship with peers. k) identify contributions of diverse individuals, groups, and cultures. n) display self-control and self-discipline. o) choose appropriate resources for learning in school, at home, and in the community. p) participate in group activities cooperatively. **Science** f) collect, display, and interpret data. h) demonstrate appropriate and relevant investigation skills to solve specific problems in real life situations. q) choose appropriate processes and strategies to solve given problems. r) apply previously learned knowledge and concepts to new situations. **Health** l) demonstrate responsibility for personal belongings. m) show respect for property and rights of others.	***Kentucky Early Learning Profile Learning Descriptions Content Areas:*** **Social Studies** • Geography • Government and Civics • Culture and Society **Science** • Patterns and Nature of Scientific Activity • Systems, Interactions, and Nature of Scientific Activity • Models, Scales, and Nature of Scientific Activity • Change Over Time, Constancy, and Nature of Scientific Activity **Independent Learning and Citizenship** • Intrapersonal Skills • Interpersonal Skills • Productive Thinking • Self-Directed Learning ***Primary Performance Task Kit:*** **Springboard Tasks** • Rules to Live By **Culminating Tasks** • Map Mania • Our Kentucky Home

NOTES

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Culture and Society (2.16, 2.17) **Historical Perspective (2.20)** **Historical and Cultural Context (1.15, 2.22, 2.26)** **Elements of Music (1.14, 2.22-2.26)** **Elements of Drama (2.22 - 2.26)** **Elements of Dance (1.15, 2.22-2.26)** **Dance Movements and Forms (1.15, 2.22-2.26)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)** **Process and Media (1.13, 2.22-2.26)** **Reading (1.2)** **Writing (1.11)** **Probability and Statistics (2.8, 2.12, 2.13)** **Algebraic Ideas (2.8, 2.11, 2.12)**	How do the arts reflect the history and culture of my community, region, and state?	**Students will** **Social Studies** • recognize elements of culture. • understand that diverse groups celebrate heritage and culture in various ways. • differentiate fact, fiction, and opinion in relating historical events. • use symbols, slogans, songs, poems, and passages to describe historical concepts or events. **Arts and Humanities** All *Program of Studies* Music, Drama, Elements of Dance, Historical and Cultural Context, and Visual Arts bullets are included in the guiding question. **English/Language Arts** • read a variety of materials. • produce written responses, some of which reflect on self as reader and writer. **Mathematics** • display data on students invented representations. • pose questions, collect, organize, and display data. • reproduce and extend patterns using manipulatives. • identify patterns in real life and numerical situations. • create, reproduce, and extend patterns of movement and sound. **Science** • fossils provide evidence.	**Students will** • review and analyze family data (e.g., places of birth, where they live). Use classification rules to sort children and families by common characteristics (e.g., all family members born in Kentucky, family members born or lived in other states or countries). Develop graphs to illustrate findings. • compare their family heritages and artistic traditions through past and present photographs, scrapbooks, art works, personal recollections, and folklore. Identify the variety of styles and purposes of special celebrations or traditions, food, art work, and languages that represented their families. Chart findings on time lines and Venn diagrams. Explore regional history including past environments. *Continued on page 136*

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will	**Students will**	**Students will**	**Students will**
• use audiotapes, writing tools, word processors, pictures or drawings with labels, and transcriptions to create oral or written descriptions of their families' known history. Read literature and folk tales specific to their geographic region or family culture identifying author, characters, main ideas and plots. Construct short book reports using graphic organizers and print to write narrative summaries.	• use primary (e.g., grandparents, diaries, personal journals) and secondary sources (e.g., encyclopedias, reference books, newspapers) to research communities and geographic locations of ancestors, identifying historical facts, artifacts, literature, folk tales, and art forms (e.g., African or Native American art, dance, music or drama) that illustrate the era relative to family histories. Examine folk tales and dances for patterns (e.g., numerical, movement , sound).	• collect photographs illustrating several generations of family members. Identify dates of birth and death, places of birth, and various locations or geographic regions where family members lived and worked.	• create museum exhibits of photographs, artifacts, and graphic time lines depicting family histories. Conduct guided tours with oral presentations (e.g., correct dates of birth and death, correct computation of ancestors ages at death, description of the geographic region where they lived, cultural and stylistic traditions) by classmates.
• create scrapbooks labeling family photographs, newspaper articles, drawings, and artifacts. Accurately identify the century or decades represented. Write narratives for each entry demonstrating an understanding of artistic works of different periods and styles.	• compose song lyrics (e.g., write new words to the song, "I've Been Working on the Railroad" to describe farming, mining, sailing) using word and rhythm patterns to describe historical family events or experiences based on the families cultural background. Use instruments to create rhythm patterns.	• create personal time lines with details from pictures, artifacts, art work, school work, and/ or narrative summaries to describe current culture, family events, and personal observations of community in which they live. Extrapolate time lines into the past to show organisms that lived in Kentucky many years ago. Examine fossil evidence as it relates to their region. Create plaster casts or clay models of fossils.	• write or compose poems, short stories, passages, jingles, or slogans that describe family facts or events (e.g., life as a coal miner, quilt maker, plays dulcimer, speaks English as a second language, performs dances or songs specific to their particular background).

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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Culture and Society (2.16, 2.17) **Historical Perspective (2.20)** **Historical and Cultural Context (1.15, 2.22, 2.26)** **Elements of Music (1.14, 2.22-2.26)** **Elements of Drama (2.22 - 2.26)** **Elements of Dance (1.15, 2.22-2.26)** **Dance Movements and Forms (1.15, 2.22-2.26)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)** **Process and Media (1.13, 2.22-2.26)** **Reading (1.2)** **Writing (1.11)** **Probability and Statistics (2.8, 2.12, 2.13)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 134* How do the arts reflect the history and culture of my community, region and state?	**Students will** **Social Studies** • recognize elements of culture. • understand that diverse groups celebrate heritage and culture in various ways. • differentiate fact, fiction, and opinion in relating historical events. • use symbols, slogans, songs, poems, and passages to describe historical concept or events. **Arts and Humanities** All *Program of Studies* Music, Drama, Elements of Dance, Historical and Cultural Context, and Visual Arts bullets are included in the guiding question. **English/Language Arts** • read a variety of materials. • produce written responses, some of which reflect on self as reader and writer. **Mathematics** • display data on students invented representations. • pose questions, collect, organize, and display data. • reproduce and extend patterns using manipulatives. • identify patterns in real life and numerical situations. • create, reproduce, and extend patterns of movement and sound. **Science** • fossils provide evidence.	**Students will** • observe and listen to musical productions, instrumental pieces, and songs that characterize specific periods of time, places, and societies relative to their community, region, and state. Identify how elements of music (e.g., rhythm, melody, timbre, dynamics, tempo) are combined to reflect various times, places, and societies. *Continued on page 138*

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • research how songs, music, and plays communicate historical facts and events and cultural characteristics of local, regional, and state geographic areas. Chart main themes or stories; types of instruments used; and how songs, plays, and music were shared (e.g., oral folk traditions, community celebrations, family traditions).	**Students will** • work independently or in small groups to dramatize historical family events, activities, or artistic practices. Write scripts, using rhythm instruments, sound effects, and elements of drama (e.g., characters, plot, main ideas, events) visuals (e.g., scenery, props, costumes, makeup) and acting (e.g., voice, expression, diction, projection).	**Students will** • conference with teacher in reading workshops to edit songs, plays, and scripts for correctness, organization, word patterns, and vocabulary.	**Students will** • present musical compositions with accompaniment (e.g., sound effects, rhythm instruments, body percussion, snap, stomp, clap) to tell personal family stories and folk tales. Use two-pitched melodies (e.g., "Rain, Rain Go Away") for lyrics that describe characters in the compositions.

Primary Level Social Studies
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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Culture and Society (2.16, 2.17) **Historical Perspective (2.20)** **Historical and Cultural Context (1.15, 2.22, 2.26)** **Elements of Music (1.14, 2.22-2.26)** **Elements of Drama (2.22 - 2.26)** **Elements of Dance (1.15, 2.22-2.26)** **Dance Movements and Forms (1.15, 2.22-2.26)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)** **Process and Media (1.13, 2.22-2.26)** **Reading (1.2)** **Writing (1.11)** **Probability and Statistics (2.8, 2.12, 2.13)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 136* How do the arts reflect the history and culture of my community, region and state?	**Students will** **Social Studies** • recognize elements of culture. • understand that diverse groups celebrate heritage and culture in various ways. • differentiate fact, fiction, and opinion in relating historical events. • use symbols, slogans, songs, poems, and passages to describe historical concept or events. **Arts and Humanities** All *Program of Studies* Music, Drama, Elements of Dance, Historical and Cultural Context, and Visual Arts bullets are included in the guiding question. **English/Language Arts** • read a variety of materials. • produce written responses, some of which reflect on self as reader and writer. **Mathematics** • display data on students invented representations. • pose questions, collect, organize, and display data. • reproduce and extend patterns using manipulatives. • identify patterns in real life and numerical situations. • create, reproduce, and extend patterns of movement and sound. **Science** • fossils provide evidence.	**Students will** • use critical thinking skills to analyze crafts and folk arts from various regions of Kentucky. Compare art works from various time periods describing similarities and differences in the use of elements of art and principles of design. Discuss how art can exist for different purposes. Chart findings in Venn diagrams. • respond to oral reading of stories, poems, and books that reflect regional cultures in Kentucky. Discuss what regional cultures or traditions may have influenced author's perspectives. *Continued on page 140*

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • work cooperatively to observe, discuss, and analyze data. Compare regional and historical characteristics of crafts and artifacts. Develop survey questions (e.g., Which craft do you like best? How did you make your choice?) to poll classmates on favorite crafts and folk art. Use pictures, print, and transcriptions to summarize survey findings. Analyze data and information collected by the class to organize groups of crafts and folk art using two or more classification rules (e.g., made before 1900s, function of object--toy or tool, created individually or in social groups such as quilting).	**Students will** • use variety of media (e.g., crayon, markers, paint) and processes (e.g., painting, sculpting, weaving) to create crafts and folk art that represent their family's culture or region.	**Students will** • create reports examining effects of time, place, and culture on art forms.	**Students will** • illustrate historical and cultural changes of time, place, and society on crafts and folk art. Create collages, dioramas, shadow boxes, three-dimensional stories, or oral reports to summarize findings.
• participate in reading and writing workshops to develop short stories depicting personal histories or family cultures. Read others' stories and discuss through think-pair-share strategies, what student authors had to know to write family histories. Recognize writing techniques and edit student work, checking for spelling, grammar, punctuation, and idea development.	• read silently or listen to audiotapes of student-authored stories. Create illustrations to identify characters, main ideas, events, and plots. Locate geographic area of the stories historical or cultural context on regional, state, or national maps.	• select folk tales or student-authored stories and illustrate book covers that reflect meaning of story and title. Write story byline for book cover jackets by summarizing events.	• write newspaper articles and/or book reviews introducing student authors. Include important information (e.g., background of author, title and summary of books, special meet the authors and book signing events). Compile reviews into literary magazines.

Primary Level Social Studies
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Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
Culture and Society (2.16, 2.17) **Historical Perspective (2.20)** **Historical and Cultural Context (1.15, 2.22, 2.26)** **Elements of Music (1.14, 2.22-2.26)** **Elements of Drama (2.22 - 2.26)** **Elements of Dance (1.15, 2.22-2.26)** **Dance Movements and Forms (1.15, 2.22-2.26)** **Elements of Art and Principles of Design (1.13, 2.22-2.26)** **Process and Media (1.13, 2.22-2.26)** **Reading (1.2)** **Writing (1.11)** **Probability and Statistics (2.8, 2.12, 2.13)** **Algebraic Ideas (2.8, 2.11, 2.12)**	*Continued from page 138* How have the arts reflected the history and culture of my community, region and state?	**Students will** **Social Studies** • recognize elements of culture. • understand that diverse groups celebrate heritage and culture in various ways. • differentiate fact, fiction, and opinion in relating historical events. • use symbols, slogans, songs, poems, and passages to describe historical concept or events. **Arts and Humanities** All *Program of Studies* Music, Drama, Elements of Dance, Historical and Cultural Context, and Visual Arts bullets are included in the guiding question. **English/Language Arts** • read a variety of materials. • produce written responses, some of which reflect on self as reader and writer. **Mathematics** • display data on students invented representations. • pose questions, collect, organize, and display data. • reproduce and extend patterns using manipulatives. • identify patterns in real life and numerical situations. • create, reproduce, and extend patterns of movement and sound. **Science** • fossils provide evidence.	**Students will** • conduct research on family food traditions observed at special occasions (e.g., birthdays, holidays, Sunday dinners). Create charts to compare family traditions. Identify historic and cultural family characteristics (e.g., regional cooking, recipes passed through generations) that influence food traditions. • listen to tapes and recordings of Kentucky blues, identifying elements (e.g., rhythm, form, melody, harmony, timbre, dynamics, tempo) of music. Compare use of elements in styles of popular music (e.g., gospel, rhythm and blues, country and western). Use graphic organizers to chart findings. *Continued on page 142*

Primary Level Social Studies
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Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • investigate nutritional standards calculating nutritional value of family, local, and regional favorites. Develop lists of most nutritious foods and discuss how they satisfy daily nutriental requirements.	**Students will** • identify foods of past eras. Interview family and friends to determine which dishes are still prepared by original recipes or how recipes have been changed or influenced by historic or cultural factors (e.g., recipes and techniques not handed down, ingredients not available, influence of other cultures).	**Students will** • use Internet, encyclopedias, resource books, travel brochures, and community resources (e.g., chamber of commerce, local and state tourist commissions) to identify festivals or events (e.g., International Barbecue Festival - Owensboro, Kentucky) that focus on foods. Research festivals' historic and cultural background.	**Students will** • compile lists of regional foods and recipes illustrating historic and cultural influence and publish cookbooks with short descriptions of each recipes regional and cultural heritage.
• prepare interview questions (e.g., How did you learn to play? Do you know songs that tell stories of the past? On what kinds of occasions do you most like to sing or play?) for class to ask local performers. Chart findings in Venn diagrams. Compare responses. Develop vocabulary and spelling lists of words found in songs. Write definitions of words used to express feelings.	• listen to and observe word patterns, structure, and text of songs identifying words, phrases, or themes that frequently occur in specific types of song lyrics (e.g., blues, rock and roll, country, western). Examine books illustrating people making instruments from native materials or writing songs that reflect lifestyles and values of different cultures. Prepare written reports comparing regional music.	• find out if family members or acquaintances learned to play an instrument or sing informally (e.g., without instruction books or lessons). Send invitations asking them to perform for the class.	• organize class members to sponsor music festivals featuring local artists and musicians representing various cultures. Orally present written introductions of artists describing cultural background, musical training, and type of musical performance. Include people or events that influenced them to become musicians.

Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Academic Expectations	Guiding Questions	Correlations to the Program of Studies	Large/Whole Group Instruction
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Primary Level Social Studies
Historical Perspective, Geography, Culture, and Society

Flexible Groups	Learning Centers	Independent Work	Authentic Assessments
Students will • read, investigate pictures, and view videotapes to develop understanding of how the elements of dance reflect cultures and historical time periods.	**Students will** • view dances from various cultures, discuss dance forms, and express oral and written opinions about association of certain types of music with particular steps or movement.	**Students will** • create, perform, and teach classmates dances set to particular music. Identify how the elements of dance reflect styles and patterns.	**Students will** • compose or select vocal or instrumental music. Develop dance patterns and create costumes that reflect family cultures. Perform dances for class.
• analyze dance forms and identify patterns. Generalize structure of dance patterns in number sequences (e.g. quarter note + quarter note + eighth note + eighth note equals three counts; 1+1+1/2+1/2 = 3).	• work in pairs to create patterns using locomotor and nonlocomotor movements.	• reflect on, interpret, and revise own and others' dances. Analyze use of movements, sequences, elements of dance, and synchronization of music and movement.	• create book on families and cultures of specific geographic areas or historic time periods. Describe influence of environment, cultures, and diverse groups on the area's art forms.

Sample Extensions for Diverse Learners	703 KAR 4:040 Exit Criteria for Successful Completion of the Primary Program	Resources
Ricardo, Melanie, Thomas, and Pamela have keen interests and talents related to the arts. These students will establish e-mail contact and a culminating presentation via Kentucky TeleLinking Network (KTLN) in interactive classrooms with students across Kentucky. Students will research and become experts in the arts and other cultural aspects of their respective regions. They will share information (e.g., regionally distinct folklore, arts and crafts, music) about the arts. Melanie, Thomas, and Pamela will also chart the information they researched to share with any classmates who could not attend the KTLN broadcast *(Types of extensions: purpose and appropriateness, complexity, time, participation, motivation, demonstration of knowledge, procedures and routines, resources and materials).* Natalie sustained a spinal cord injury which has left her with limited use of her hands. She uses clip art and a computer to develop a virtual museum exhibit illustrating her family history. She will work with cross-age student technology leaders to include video and audio clips. Natalie is given extra time to complete her assignment and uses an adaptive device in place of the traditional mouse *(Types of extensions: resources and materials, time, level of support, participation, demonstration of knowledge, complexity).*	**Students will** **Social Studies** j) apply democratic principles and relationships with peers. k) identifies contributions of diverse individuals, groups, and cultures. **Arts and Humanities** i) creatively expresses ideas and feelings. **Reading** a) express themselves clearly and effectively in oral and written form. b) process oral and written information as evidenced through listening and reading.	***Kentucky Early Learning Profile Learning Descriptions*** ***Content Areas:*** **Social Studies** • Social Systems and Diversity • Past and Present • Geography **Arts and Humanities: Production** • Dance • Drama • Music • Visual Arts **Arts and Humanities - Analysis and Appreciation** • Dance • Drama • Music • Visual Arts **Reading** • Experience • Story/Text Awareness • Making Sense Out of Print ***Primary Performance Task Kits:*** **Spring board Tasks** • All About an Author • The Fabric of Our Lives • Musical Characters • Touching Our State **Culminating Tasks** • Come Dance with Me • You Write the Songs • Our Kentucky Home • Pictures and Stories Working Together **Kentucky Historical Society** **Kentucky Arts Council**

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